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ABSTRACT

This report provides both short-term and long-term guidelines, which will be meaningful not only to the public library but also to all who are concerned with future public services of excellence for Hartford. The planning of better extension services for more people at all levels of public support is explored. (MF)

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② A TIME TO REACH OUT;

A STUDY OF EXTENSION SERVICES OF THE HARTFORD PUBLIC LIBRARY HARTFORD, CONNECTICUT

by

① KENNETH R. SHAFFER

Director, Graduate School of Library Science

Simmons College

BOSTON

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KENNETH R. SHAFFER 1434 BEACON STREET SUITE 541 BROOKLINE MASSACHUSETTS 02146

To: The Board of Directors
Hartford Public Library
Hartford, Connecticut

I submit with great pleasure *A Time to Reach Out: A Study of Extension Services of the Hartford Public Library, Hartford, Connecticut*.

The report which follows carries acknowledgements of assistance given me so generously by so many, but I should like to express my thanks again in this letter of transmittal to Mr. Edwin G. Jackson, Librarian of the Hartford Public Library who made my field studies so productive and so pleasant.

The sole purpose of this report has been to plan for better extension services for more people of Hartford at all levels of sophistication -- yet within reasonable levels of public support. Great strides are going forward to renew every aspect of the City of Hartford. Hopefully, this study which you commissioned, will contribute to Hartford's renewal in terms of its Public Library.

Respectfully submitted

Kenneth R. Shaffer, Director
Graduate School of Library Science
Simmons College

15 September 1970

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A TIME TO REACH OUT

A STUDY OF EXTENSION SERVICES OF THE
HARTFORD PUBLIC LIBRARY
HARTFORD, CONNECTICUT

INTRODUCTION

The visitor who arrives at Bradley Field and who is driven to his hotel in downtown Hartford cannot but be impressed profoundly by the city's magnificent skyscrapers, malls, distinguished capitol buildings with its surrounding park, and by the beauty of many of its older structures. His perspective is one of a pleasant combination of new and old. Constitution Plaza is internationally known as a landmark in city planning. The public library building stands as a pioneering achievement to utilize air rights over an expressway. The streets are filled with handsome, well-dressed office workers for Hartford is characterized as an insurance, banking, and management center rather than as a city of heavy industry. The vista for the arriving traveler is more attractive than he would find in most American cities of comparable size.

One does not have to go far -- hardly more than a few blocks from the central business district -- to find quite another city, another world. As the plan for the Hartford Model Cities Program states, "Hartford is a modern day picture of a tale of two cities: the internationally famed Constitution Plaza contrasted with Clay Hill, South Arsenal, South Green, and Sheldon-Charter Oak ... areas. This alarmingly evident contrast is Hartford's reason for developing a Model Cities Program."[1] The plan graphically describes the "other" Hartford further by saying, "... residents are plagued by high population density, low family income, and excessive unemployment, extreme welfare dependency, high crime and juvenile delinquency rates, substandard and overcrowded housing units, health deficiencies, and low rates of educational attainment. Other inequities not measured, include inadequate labor skills, family disunity, language barriers, racial discrimination, lack of communication and information, and apathy."[2]

The objective language of this quotation understates the deprived areas of Hartford -- especially, but not exclusively, by any means -- the north end of the city. One finds multitudes of buildings which have been burned out. Even greater numbers have been vacated and are left in a state of decay. Fear of personal assault and violence is almost everywhere. Whole neighborhoods are rat infested and filthy with debris. Polarizations between ethnic and national groups exist to a point where even the deprived are subdivided into small ghettos whose inhabitants do not move far from the security of their own "turf." While the great influx of

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Blacks and Puerto Ricans is most evident, both language and cultural problems arise from communities of Polish, American French, Portuguese, Brazilians, and other countries of foreign birth or derivation. In a single elementary school which was visited, fifteen different ethnic groups are found in the enrollment and, although this particular neighborhood is not a high crime area, it is characterized by frictions caused by differences in language and custom. This state of flux carries over into the school system where frequently the educational process is blocked by tensions and disorder. It carries over into the public library as well, for in September 1969, one of its branches was destroyed by arson.

Those who work in the central business district as well as those who work in the great industrial plants of Hartford's suburbs can enjoy the prosperity of good jobs and the security of a strong job market for those who have the necessary prerequisites of education and skill. But any peace of mind which the fortunate may enjoy is increasingly lessened as they look more and more frequently over their shoulder and see multitudes of the deprived living in squalor, in large part without even the minimal prerequisites for any but the most menial jobs, and whose feeling of hopelessness has become both increasingly visible and vocal. Contrawise, those who live in the North End and in other deprived areas can only view the magnificence of the towering buildings of the central business district and their evident prosperity, with mounting bitterness and a feeling of high injustice.

Hartford is indeed a city in flux. Massive renewal plans which were developed half a dozen years ago have moved forward with a slowness that results in increasing frustration in 1970. Ambitious plans for new school buildings with proper equipment, personnel, and a more vital philosophy of education have made massive strides, but again, except for a few new buildings, some of which are under construction, and for the infusion of resource materials made possible by federal funding, the public educational job basically remains to be done. The feeling of hopelessness shared by both the privileged and the underprivileged would be overpowering were it not for the feeling that seems more and more widespread in every aspect of the city of realistic concern and determination that Hartford's problems must be faced with greater and greater financial resources and that improvement must come about in terms of immediacy.

Long ago the American public library was termed "the people's university" because it serves as a vital educational, recreational, informational and cultural resource that is open to all -- young and old, rich and poor, the highly educated and the educationally deprived. Its services are available six days a week, twelve months of the year. It serves individuals as well as groups. It offers the traditional materials of print but supplements the book increasingly with audio-visual and other non-print resources. In an age where education, sophisticated informational needs and the uplift of recreational and cultural opportunity are so necessary, the public library, by its nature, is vitally related to everyone in the city and to every aspect of the city for which it provides its services. It follows then that in Hartford the problems of the city are reflected in its public library.

Hartford is fortunate in having a fine, relatively new, central public library building with a great storehouse of printed and other materials and with a staff which is capable of providing reference and the research assistance of a high order to business and industry, to scholars, writers, public officials, students and faculty, and professional people of almost every field. It enjoys wide use and represents a cornerstone in the present and future health and prosperity of the city. But a great public library must reach out responsively to every part of the city which it serves through branch installations, bookmobiles, service to shut-ins and a variety of other extension vehicles. It extends its services in these ways not only to provide proximity to those who have no compelling reason to use the resources of the main library, but also, because a library is a voluntary educational institution, and must bring its services into the neighborhoods where people will see them and hopefully make use of them. It should not be forgotten also that a great central library is a highly complex institution easily usable only by the initiated but sometimes confusing and intimidating to those whose needs are simple and where materials must be visibly within reach. Whereas the functions of a central library are focused to a large degree upon information, the successful branch library or bookmobile has the opportunity to be a friendly and easily known center of its community.

Branch libraries, bookmobiles, and other extension devices are quite different in 1970 both in terms of their public purpose and in terms of public finance than they were only a decade or two ago. In a city such as Hartford which finds itself in a turmoil of social, economic, and educational change, extension vehicles will justify their purposes viably only in terms of their responsiveness to the changes which are occurring and the changing needs which must be met.

These extension aspects of the Hartford Public Library are the concern of the study which follows. While its obvious purpose is directed toward more productive and excellent extension services, any such study must be made within the practicalities of reasonable public support and in the frame of reference of other public and private services to which the public library is related. The aim of this report is to provide both short term and long term guidelines which will be meaningful not only to the public library, but to all who are concerned with future public services of excellence for Hartford.

Authorization for this study was made by the directors of the library on April 21, 1970, following a meeting with officers of the Board of Directors and its Branch Library Committee on April 1.

Almost immediately thereafter the consultant began to assemble the documentation needed to support the project. With the assistance of the Librarian of the Hartford Public Library, the resources of the Graduate School of Library Science of Simmons College, and many individual sources, documentation was assembled which included materials not only about the library but also almost every other relevant aspect of the city. This documentation included the public school system, city planning and redevelopment, population trends and projections, programs of civic, artistic, educational, and other organizations, and studies of minority groups and the underprivileged -- in short everything and anything that could contribute to an understanding of the extension services of the public library. This documentation grew with field work and it can be modestly said that it amounted to a significant library about Hartford by the time the report was ready to be written.

Field work began on May 11 and continued through June 1970. An effort was made to establish the broadest contact and acquaintance with the city by touring it from one end to the other again and again. Mr. Edwin G. Jackson, Librarian, Miss Dorothy Drysdale, Assistant Librarian, and Miss Helen S. Canfield, Children's Librarian, gave unsparingly of their time in driving me about the city, arranging for meetings with individuals and groups, and in preparing a great variety of relevant statistical information. Mr. Jackson's thoughtful and imaginative assistance throughout the duration of the study could not have been exceeded and, indeed, without the time and assistance which he provided, this report could not have been written. A "Survey and Recommendations Concerning Branch Libraries" which Mr. Jackson prepared in November 1963 provided an excellent frame of reference in studying the changes which have occurred in both Hartford and its public library system during the seven years which followed.[3]

During the course of field work, productive meetings occurred with Mr. William H. Mortensen, President of the Board of Directors of the Hartford Public Library, with the Reverend Mr. Kingsland Van Winkle, Vice President of the Board of Directors and Chairman of its Branch Library Committee, Mr. Isaac D. Russell, Secretary of the Board of Directors and a member of the Branch Committee, Dr. Arthur C. Banks, Jr. and Mrs. Douglas B. Wright, also members of the Board and its Branch Library Committee. Mayor Antonina P. Uccello, Deputy Mayor George A. Athanson, Mr. Elisha C. Freedman, City Manager of Hartford, and Dr. Allyn A. Martin, Chairman, Education and Recreation Committee of the Court of Common Council, provided time for productive conferences. Mr. Medill Bair, Superintendent, Hartford Public Schools, Mr. Richard F. Kelly, Director of Adult Education, and Mr. Edwin M. Manson, Assistant Director of Education for Multi-Media Services of the Hartford Board of Education contributed greatly to the study through conferences, facilitating arrangements to visit school installations, and in providing documentation.

Other meetings occurred with Mr. Woodrow W. Gaitor, Field Team Leader, Northside City Service Center, Mr. Theodore Prior, Executive Director, Ebony Business Man's League, Mr. Earl Shepard, and Mr. Mohammed Jibrell of the South Arsenal Neighborhood Development, Inc., Mr. Howard Scheinblum and Mr. Thomas M. Malloy, members of the Library Committee of the Blue Hills Civic Association, Mr. Dennis Rezendez of the American Cities Corporation, and Mr. David Holmes, Executive Director, Community Renewal Team of Greater Hartford, Inc.

Fr. James G. Fanelli, Assistant Superintendent of Schools of the Archdiocese of Hartford arranged a meeting of diocesan school personnel which was exceedingly helpful.

Mr. Thomas W. Owens, Associate Director of the City Planning Commission went beyond the call of duty in two long conferences dealing not only with planning for the future of Hartford but also dealing specifically with location problems of branch library installations. Mr. Adel Mazen of the Commission on the City Plan also gave generously of his time.

Visits were made to all branches of the Hartford Public Library and extensive conferences were held with Mrs. Florence N. Adams, Librarian of the Albany Avenue Branch, Miss F. Jeannette Simpson, Librarian of the Barbour Branch, Miss Patricia L. Berberich, Librarian of the Blue Hills Branch, Mrs. Mildred E. Small, Librarian of the Camp Field

Branch, Mrs. Marjory H. Milde, Librarian of the Goodwin Memorial Branch, Mrs. Anna M. Addison, Librarian of the Mark Twain Branch, Mrs. Judith A. Mooney, Librarian of the Park Branch, and the Reverend Brian A. Rogan, Librarian for the Ropkins Branch which was destroyed last autumn. Mrs. Kathryn H. Billings who heads Bookmobile Service was especially helpful not only in describing her present activities but also in talking about the city generally and the Ropkins Branch in particular.

Mr. Manson was kind enough to arrange for visits to the Hartford High School, the Weaver High School, and to the Bulkeley High School. Elementary schools visited included the Mark Twain School, Kennelly School, and the Wish School. The consultant is grateful to the personnel of all of the schools visited who provided information about their program and media centers and showed him their facilities.

Hartford is a city beset by grievous problems on all fronts, yet the strongest single impression which one had in moving about the city was a realistic concern for dealing with its problems as quickly and as effectively as possible. The sense of dedication and purpose with which this concern was expressed assure the future of a great and distinguished community.

Any contributions which this report may make to improve extension services for the Hartford Public Library is due in large part to the interest and assistance which I have received so generously from so many. Its limitations are, of course, my own.

INTRODUCTION: FOOTNOTES

1. Hartford Model Cities. Hartford Ciudades Medelo. I & II (1970) p.1.
2. Ibid. I. p.5.
3. Jackson, Edwin G. Hartford Public Library: Survey and Recommendations Concerning Branch Libraries. Mimeo. November 1963. 12p.

PART I

HARTFORD: AN URBAN CHALLENGE

Like many New England cities which are surrounded by politically independent suburbs, Hartford has been characterized by an almost absolute stabilization of its population during the past decade. The 1960 census indicated a population of 162,178 and the estimated population for 1968 has been projected at 162,800. From 1961 to 1967 the population varied between 162,000-plus to a low of 161,000-plus in 1963 and 1967.[1] The crush in population growth has occurred in the suburban towns that surround it which have grown from a 1960 census figure for Hartford County of 689,200 to a projected population for 1968 of 803,500, an increase of 16.5 per cent.[2] The only respect in which the population of the city of Hartford can be said to have markedly increased, is in its school population which is discussed in a later chapter.

The towns which surround the city of Hartford are not without their problems. Their growth over the past several decades by middle class to affluent whites seeking better schools and other public services and more green space than they could find within the city, has in turn taxed suburban communities with the burden of providing and paying for increased volume of services at the quality level demanded. The problems of the city of Hartford are quite different: educational over-crowding, a crisis in housing, violence and crime, inadequate school buildings staffed by teachers and with resources unable to provide public education of acceptable quality, and the integration of increasing numbers of minorities. Yet the problems of the suburban town and the city are interlocked. A substantial number of suburbanites, if not a majority, work in the city while an equally substantial number find employment in industrial operations in the suburban region. But all who live in the suburbs depend upon the city of Hartford economically and culturally and share the problem of its residents in creating a safe and wholesome environment in which to work and live. Similarly the city has an interlocking concern with its suburbs beyond fiscal considerations. It must increasingly see the suburb as providing more and more living space especially for its ill-housed and over-crowded minority groups. It must realize that its problems of public education, of library service, fire and police protection and many other public services can only be successfully resolved in a cooperative Greater Hartford operation rather than on the historical basis of many segmented political units.

Many efforts are going forward to bring city and suburbs together and one could cite the Regional Advisory Committee for the Capitol Region, Inc., the more recent project of the American Cities Corporation, with their broad interests in this area, and one could also choose among many other illustrations one which has particular relevance for this study, the Capitol Regional Library Council. Generally speaking, however, real cooperation in the broad spectrum of public services is lacking and one all too often finds only experimental overtures between city and suburb stimulated by financial assistance from outside sources. Such experiments usually are not long-lasting when funds supporting them dry up.

The most cataclysmic challenge facing suburbia today was suggested to me by the Honorable John F. Collins, a former mayor of Boston, now Visiting Professor for Urban Studies at the Massachusetts Institute of Technology. Professor Collins feels with considerable certainty that the structure of zoning regulations which protects most suburban communities may soon be declared discriminatory by the courts and so may not be permitted to continue. Expressed in a simple illustration, a suburban community which, through zoning regulations, requires one, two, or three acres of expensive land as minimal for a single residence, or a deed restriction which requires that a residence costing no less than forty, fifty, or sixty thousand dollars be built on a given parcel of land, says in effect: "The poor are not allowed to live here" or "Negroes are not permitted as residents." The invalidation of such zoning as discriminatory by the courts cannot be expected to come about immediately, but it is known that a number of national organizations interested in the underprivileged and in the Negro are prepared to face the courts on this issue and are collecting a series of test cases to be brought before the courts for decision.[3]

A Profile of the Capitol Region (CRPA) issued in June 1965, estimated a population for the city of Hartford to increase to 163,700 by 1980. The Connecticut Inter-regional Planning Program News for August 1966 makes a projection of 165,200 for the year 2000, while the CIPP projection for the same year is 163,337. Insofar as such projections have validity, the population of the city of Hartford will presumably remain in the neighborhood of the past decade. Growth will occur more and more in the suburbs.

The cold statistics of income per family which are cited for 1968 were $9,759, and the income per capita was cited in the same year at $3,390. But their meaning is poignantly clear in the difference between Constitution Plaza and the North End where tens of thousands of families, cited in the Hartford Model Cities proposal, live with family incomes far below the $3,000 per year which defined poverty by the Council of Economic Advisors several years ago. While poverty areas in Hartford are largely inhabited by Blacks and other minorities, it should not be forgotten that they also include considerable numbers of Whites.[4]

Again the 1960 census indicated the 57,989 residential units in Hartford and a projection for 1968 shows an increase of 11.6 per cent or a total of 64,697 residential units.[5] Reliable figures for 1969 and 1970 are not available but one can safely guess that with the turbulence and destruction which have caused many to flee the North End of the city, housing resources have been vastly reduced. Little comfort can be taken from the figure of 1,157 dwelling units which were erected in 1968-69 when the source of the same figure indicatesthat 588 family units were eliminated through demolition leaving a net gain of 569.[6] Nor can one find solace in the magnificent plans for renewal and housing expressed in Hartford's Model City program because of the frustrating delays which have prevented them from coming into being. Except for the private sector of development, increased housing on a large scale through public renewal efforts is a matter for the future.

While the number of jobs which remain unfilled in Hartford is probably comparable to the number of unemployed, functional illiteracy, insufficient education, motivational reorientation and lack of training in skills have created a dangerously high unemployment level and a staggering welfare burden. While adult education and job training efforts are going forward on many fronts, in 1968-69 an average of 2,382 family aid cases per month were dealt with by the Department of Social Services as compared to 1,602 in 1967-68, an increase of 780 cases.[7] In 1968-69 major crime increased in Hartford 62.7 per cent and of course this figure does not take into account the riots which occurred in September 1969 nor other turbulences which have followed.[8] In the North End it was pointed out that women do not carry purses on the streets even in mid-day. Fear for personal safety exists in the deprived areas where each gang defends its own "turf" and where people are not likely, except under necessity, to venture far from their homes. After dark, fear of personal safety pervades the city generally, and as a result stores are closed and many public activities have either ceased entirely or face vastly reduced audiences or clientele.

It is unfortunate that this study is written in the year of the 1970 United States Census, for were current census figures available they would show clearly and accurately the gravity of the social, economic and educational problems. No authoritative figures are available, by way of illustration, for the number of minorities in the city and their economic and educational condition. The Connecticut State Department of Labor was quoted by the Hartford Courant on September 9, 1969, with an estimate of 15,000 Puerto Ricans and 48,000 Blacks. On May 12, 1969, the same newspaper quoted a 1968 population of 52,500 for both Blacks and Puerto Ricans. Except for restricted community areas no authoritative census of Hartford is available since 1960.

With or without statistics, the accumulation of social, educational and economic ills which have accumulated explosively in Hartford is evident to all. A multitude of agencies are bending their efforts and their resources toward reconstruction and change. The simplistic initial explanation of Hartford's ills in terms of Black and Puerto Rican problems is rapidly giving way to a more sophisticated over-view which clearly indicates that the present state of crisis and flux would have occurred even if Blacks and Puerto Ricans had not been a factor. As one distinguished Black leader expressed it: "Hartford cannot substitute 'Black' for 'change'."

The Board of Directors and the Librarian and staff of the Hartford Public Library are deeply cognizant of the library's potential contribution to the physical, spiritual, and educational renewal of the city through the public library's informational, cultural, recreational and educational resources and services. They are aware that, "The unique aspects of any good public library lie in serving the individual on his own terms and these are especially significant to its role as an adult educational institution."[9] This study of its extension facilities comes about because of the Public Library's awareness that its resources and services must be made more accessible to the entire city in new dimensions and with new techniques, and because, as a public institution, its public purpose must be efficiently and dynamically responsive to the changes going forward which will make Hartford a better city.

PART I: FOOTNOTES

1. Hartford National Bank and Trust Company. Economic Profiles: Connecticut's 169 Towns and 8 Counties. Vol. 3. 1969. Economic Statistics: Town of Hartford. n.p.
2. Ibid. Economic Statistics: Hartford County. n.p.
3. Shaffer, Kenneth R. The Affluent Ghetto. _Library_ _Journal_. March 15, 1969. 94:1094.
4. Hartford National Bank and Trust Company. Economic Profiles _opus_ _cit_.
5. Ibid.
6. Hartford, City of. Annual Report 1968-69. p.l.
7. Ibid. p.4.
8. Ibid. p.l.
9. Shaffer, Kenneth R. Design for Tomorrow: I - A Study of Extension Services of the Bridgeport Public Library. n.p. 1966. p.15.

PART II

SCHOOL LIBRARIES IN HARTFORD

The public school system in Hartford reflects as dramatically as any institution the crisis of the city. Its buildings are overcrowded and many of them old and unadaptable to modern educational use. It faces problems of integration which are complex and which frequently explode. Thirty-seven per cent of its students are white, 47.1 per cent Black, 15.6 per cent Puerto Rican, and .3 per cent represent other minorities. The heterogeneity of the student body creates minority-white as well as inter-minority conflicts. The school system must deal with the educationally deprived of all ages. Poverty causes many students to work after hours, some working full shifts in local business and industrial concerns with attendant loss in their educational lives. It must cope with difference in culture and language. Finally, the problems of the student are related closely to the deeper framework of conflict in the lives of their parents. At a time when massive sums of money are needed from the city, the state, and the federal government, cut-backs in financial support are the order of the day. While the school system is trying to operate within the framework of such limitations and problems, it must do so in terms of entirely new concepts of public education, a task which is all but impossible under present conditions. The school library, now termed more properly the school media center, is a focal point of national change in educational philosophy and methodology.

Education at all levels in this country from kindergarten to graduate study in institutions of higher learning is rapidly undergoing a pedagogical revolution. The traditional methods of teaching employing the textbook, lectures, assigned readings, and whatever discussion may follow, are giving way quickly to a quite different philosophy which might be broadly termed individualized education and independent study. We know that individual students learn at various speeds of accomplishment and that if all students are to be educated within the rigidity of passing from grade one to grade two, to grade three, year after year, that the brighter and faster learners will be retarded and slower learners may be pushed beyond the point of education to that of frustration. We also know that this is a multi-media age, and that while some are able to use print effectively, others must use slides, filmstrips, films, or auditory vehicles such as tapes, records, and television. We have also known for a long time that while the purpose of education is to impart knowledge, this objective is secondary to learning how to learn, how to find information, how to use the materials through which one may learn throughout the entire life span. The educational changeover from traditional methods to individualized and independent study requires great flexibility on the part of the teaching staff, a flexibility that is not always by any means easy or possible. It calls for new kinds of physical facilities and equipment and if it is to be successful it requires a less structured educational pattern. Throughout the country, elementary, junior and senior high schools, colleges, and universities, are reflecting this change in educational philosophy and methodology which has so much to speak for it. The Hartford public school system, in spite of the problems which beset it, is working hard toward these new directions.

Money will be required in ever increasing quantities -- hopefully -- much of which will derive from the federal government. The school building program must continue. The school-media center, which is the heart of the entire concept of individualized and independent study, will comprise an essential part of the resources necessary to this new educational structure.

The school media center contains all types of instructional material used in learning activities by students and teachers and the equipment which is necessary for their use. These resources must be sufficiently abundant to be made available in the classroom as well as in the media center. They must be sufficiently rich quantitatively and qualitatively to provide adequate resources for independent as opposed to directed study. The media center provides the basic tools of the informational process: the traditional card catalogs, bibliographies, books, periodical indexes, but also projectors, tape recorders, cameras, cassettes, television, teaching machines, phonograph records, and tapes -- everything, in short, through which the student can learn by seeing and by hearing. The student learns not only how to find information but to select the medium which is best suited for him, and then, locating what is productive, he learns how to handle the equipment and to proceed on his own. The media center may be used by an entire class, by groups of students, by individual students who are excused from class to ferret out particular information, and of course individually by students in finding the information that will solve a problem, help him complete a project, or to provide the research backgrounds for a written paper or oral report. The media center requires a staff equipped with professional skills not only in traditional library techniques of handling books, periodicals, and other materials in print, but also the skills of handling the equipment and the material that represents non-print media of all kinds. Because the media center is the heart of any given school or educational institution, it is a busy place and both the professional as well as supporting staff must be adequate in size to make it work. The great contrast between the traditional school library and the effective media center is dramatically clear when one visits elementary schools, such as Kennelly and then Mark Twain. The first, which is not a validated school, is traditional in its library resources, use, and educational output. Mark Twain, which is a validated school, is a remarkable demonstration of how completely the media center is integrated into the learning process, how effective it is used by students and faculty, and by its obvious significance to the educational process. The contrast between schools such as Kennelly and Mark Twain could not be more dramatic.

The substance of this report is not in terms of school libraries or media centers except as they affect the public library both now and as they are certain to affect it in the future. In Hartford the change from traditional school libraries to media centers is beginning in the elementary schools -- especially those in impacted areas where federal funds have been available. This is not to imply that the concept of individualized and independent study is not reaching into the high schools, for the HIP program, employing exciting vehicles which permit the student to proceed at his own pace and which might be described as a kind of printed programmed learning device, is used with great effect at all grade levels. While massive strides have been made and will continue to be made, the changeover from traditional teaching methods and philosophy to the concept of individualized and independent multi-media study, will probably not be fully attained throughout the school system for another decade.

"Standards for School Media Programs" issued jointly by the American Library Association and National Educational Association in 1959,[1] calls for a minimum of 20 volumes per student in media centers located both in elementary and in high schools. A glance at the charts which follow indicates that in 1969, the elementary schools of Hartford provided an average of 5.5 volumes per pupil. The Rawson School was the highest with 9.3 volumes per student and Barnard-Brown the lowest providing 3.1 volumes per student. The standards also include desirable levels of holdings of magazines, newspapers, miscellaneous printed materials, filmstrips, films, tape and disc recordings, visuals, globes, microforms, transparencies, and other materials. Although it is not possible to measure these non-print resources statistically against the standards, one can safely assume that the disparity between standard and reality in Hartford elementary schools is far greater than it is with books.

When one turns to Hartford's high schools, one finds an average of 6.1 books per pupil as contrasted with the standard of twenty. While other media than print are used, they are not integrated into a media center and all of the high school libraries can be described as typical high school libraries of the past, deficient in resources and contributing little to the educational process. The school library at Weaver opens with the school day at 8:00 a.m. and closes one hour after the school day at 3:30 p.m. Students use it very little after the school closes, and it should be pointed out that during the school day they use it only with a pass from their homeroom teacher. The school library at Bulkeley has little use after 2:15 p.m. and is used by a pass issued by the student's homeroom teacher. Some five years ago, after a month's experiment of

Table 1

ELEMENTARY SCHOOLS - BOOKS PER PUPIL, JUNE, 1969*[2]

	1967 Volumes	1968 Volumes	1969 Volumes	1969** Per Pupil
Arsenal	5,062	5,295	6,009	4.4
Barbour	3,270	3,570 est.	4,062	9.1
Barnard-Brown	4,148	4,562	5,098	3.1
Batchelder	3,334	3,697	3,923	5.1
Brackett-N.E.	5,719	7,970	8,599	5.6
Burns	4,441	4,793	8,599 est.	5.6
Burr	2,482	2,656	2,907	4.5
Clark	1,780	2,030 est.	2,823	8.4
Dwight	1,980	2,383	2,533	6.3
Fisher	2,255	3,184	3,668	3.4
Fox	3,554	3,949 est.	5,061	5.1
Hooker	4,360	4,686	4,987	5.2
Kennelly	3,593	4,077	4,203	5.2
Kinsella	2,328	3,417	3,755	4.9
Moylan-McDonough	5,624	6,324 est.	6,991	6.9
Naylor	3,383	4,282	4,491	6.5
New Park Ave.	3,472	3,815	4,890	6.5
Northwest-Jones	5,162	5,849	6,753	4.0
Rawson	4,780	5,080 est.	5,799	9.3
Twain	2,632	2,725	6,211	8.8
Vine	3,562	4,105	4,382	4.9
Webster	3,666	4,172	4,690	6.8
West Middle	1,747	2,590	2,789	4.9
Wish	5,286	6,020	6,631	6.2
Totals =	87,620	101,231	116,535	
Average books per pupil =				5.5

*Including Title II
**May 29, 1969, Enrollment

Table 2

SECONDARY SCHOOLS—BOOKS PER PUPIL, JUNE 1969*[3]

	1967 Volumes	1968 Volumes	1969 Volumes	1969** Per Pupil
Bulkeley	10,866	10,825	11,372	7.3
H.P.H.S.	11,304	12,006	12,573	5.0
H.P.H.S.A.	3,158	3,751	3,940	7.6
Weaver	8,656	9,571	8,781	6.5
Totals =	33,984	36,153	36,666	6.1

*Including Title II
**Enrollment, May 29, 1969

evening openings only two students used the library and the experiment was discontinued. The library of Hartford High School is available only with a pass issued by a subject teacher, and it is closed during the lunch period. Again, some six years ago, an experiment to open the library two evenings a week was unsuccessful.

High school libraries in Hartford can be characterized as having only minimal relevance or usefulness to the educational process in terms of current thinking. All high schools basically employ a textbook approach. Homework assignments are slight and require minimal use of either school libraries or the public library and its branches. Hours of school library service roughly correspond to the class day and for the foreseeable future longer spans of service including evenings and Saturdays would appear to be unnecessary, first, because of the absence of homework responsibilities, second, because many students are employed after school and, thirdly, because of reasons of personal safety.

Several conclusions can be drawn from this not too happy situation. With the implementation of individualized and independent study with attendant media centers being brought into the picture at the elementary level, one wonders what the effect will be when a graduate from one of the validated schools, such as Mark Twain, oriented with an entirely different educational experience and used to the resources of a strong media center, enters a high school which employs traditional teaching methods and philosophy with a traditional school library which has only a casual relevance to the learning process. Unless both new teaching methodologies and strong media centers can be realized in the high schools soon, a shocking educational confrontation may occur for at least some students.

The implications of school media center development in Hartford for the public library and its branches will represent a gradual change during the next ten or more years. As strong media centers develop in more and more elementary schools their students will probably make less use of branch libraries as they now exist, for the resources at their disposal in the elementary school media centers will be vastly superior to those which exist in even the strongest branch library today. Children will continue to make use of public library branches for supplementary and recreational reading, as they do now, and one should not forget the convenience of visiting a branch library at hours and on days and at times of the year when schools are closed.

For the foreseeable future, high school students will make little use of branch libraries except in the casual pursuit of their personal interests. As will be indicated in a later chapter, they make little use of branches now, although the potential of the branch to serve them is great and recommendations are made in that direction. Until strong media centers exist in the high schools, until their teaching philosophy changes from the textbook to individualized, independent study, until economic conditions make after school work less mandatory, and until the educational process requires substantial homework, use of the public library by high school students for school purposes will be virtually nil.

The immediate perspective is that little use of the branches will be made by public school students for school purposes in the years immediately ahead. On the other hand, when the concept of independent study has been realized -- especially at the high school level -- both the central library and large branches rich in book resources and other media will be urgently needed to supplement even the strongest of high school media centers.

In this long term perspective, a clear distinction should be made between the roles of the media center -- again especially at the high school level -- and the public library and its branches. The school media center will tend to stock material in multiple copies to be used for general class explorations and assignments. Only in the public library will the student be able to find highly specialized materials, expensive reference works -- the materials to support an extensive individual paper or project in depth. By way of illustration both high school and middle school students producing a research paper or project might well require use of back files of the New York Times. A backfile of the New York Times now costs, on microfilm, in excess of $20,000 -- a sum beyond any school budget and a resource that should be readily available to every resident of the city through its public library. One could multiply the number of examples of periodical and newspaper backfiles, expensive reference works and other kinds of materials which are beyond the media center budget on one hand, and which should be available through the public library to the adult clientele of business and professional people which it serves as well as to students.

Another illustration of the distinction between the role and resources of public library and school media center in the instance of an elementary school is an assignment on education in other countries. If the teacher made such an assignment to a large group or an entire class, undoubtedly she would have anticipated the need for quantities of material in the school library. On the other hand if she assigns one student a study of education in France, another education in England, another education in Denmark, etc., these might be beyond the resources of even a strong media center and the public library would be the only vehicle able to provide the material.

In describing library resources in the parochial schools one should note first that the high school enrolls approximately one thousand students and that about forty-seven hundred students are enrolled in eight elementary schools. In the parochial schools the media center concept has not entered the picture and the teaching philosophy tends to be traditional but with substantial homework required at all levels. Because of the general inadequacies of parochial school libraries and because of their substantial homework requirements, their dependence upon the public library and its branches is greater than the public school system, taking enrollment differences into consideration. The impact of parochial schools upon the public library in the future cannot be forecast, first, because there seems little likelihood of developments in near term which will change the present dependent relationship and, second, because of the increasing trend throughout the country of the parochial school ceasing to exist.

No consideration of public schools and their relationship to the public library would be complete without mentioning the work of the department of adult education of the school system. This program operates fifty-two weeks each year from, at present, fourteen locations in Hartford. It employs approximately 200 teachers and provides educational programs for approximately 6,000 individuals each year. It is completely flexible in meeting long or short term needs of a variety of kinds of persons, for it offers a high school diploma program, a program for the foreign born, special courses for police, visiting nurses, and personnel of the housing department, as well as language courses for school teachers teaching bilingual students. The work of the department appears to be extremely broad, admirably flexible to need, and highly complex. Generally speaking it is textbook oriented with texts and other materials being provided to students who are enrolled. Its program therefore has little direct effect upon the public library and its branches.

In concluding this chapter it is essential to emphasize that school libraries -- hopefully media centers -- and public library branches serve quite different and distinctive purposes and clienteles and in different ways. The viable media center teems with students going in and out individually and in groups. It exists, unfortunately in an _in loco parentis_ atmosphere which frequently gives our public schools the appearance of greater restrictiveness than one might find in a well run prison. This unattractive, restrictive school environment is not likely to disappear soon, and this is especially true of Hartford where schools are subject to tensions which are not likely to subside in the near future.

The use of the school library is mandatory. The students is obliged to use it for specific purposes. Rules of conduct tend to be rigid. When they are successful, school media centers tend to be used to capacity. Finally, one must remember that even though they represent the single largest investment of any community, schools operate for only a partial day, a partial week, and a partial year. The school media librarian's training is quite different from that of the public librarian, and she works with different materials with a specialized clientele of students and faculty toward quite different objectives than the public librarian. Neither the school librarian nor the public librarian are professionally equipped to do each other's work.

In contrast the public library is a voluntary institution. People come to it or not, as it attracts them or fails to do so. The site, for instance, of a public library is vital to the amount of service that it can be expected to perform. The ideal site for either a branch or main library is the heaviest area of pedestrian and automobile traffic and, vital though adequate automobile parking is, parking is a secondary consideration. Studies have shown that a library loses ten percent of its potential of service for every block that it is distant from such a heavily trafficked center. The public library is open twelve months a year and under normal circumstances a full day and a full week. It serves young and old, and its functions are not only educational but they are cultural and above all recreational. Even though the public library is a public institution just as the school is, fortunately it has not inherited the *in loco parentis* responsibility which has been thrust upon our schools, so that its atmosphere is relaxed, inviting and unrestrictive. Its materials are different from that of the school library not only because it serves non-students, but because when it does serve students it serves them either with materials for school purposes which are unavailable in their school libraries or it serves them in the pursuit of their personal interests. The public library deals with groups of all ages and kinds both as a part of its library program and also as an exciting neighborhood center. In every respect -- personnel, decor, the comfort and attractiveness of its furnishings, above all, its book collection and services -- the public library is and should be quite a different institution than the media center of the schools.

This last caveat is emphasized because to the casual observer school media center and public library branch might seem to duplicate each other. Nothing could be further from the truth and in the instances where the experiment to combine them has been tried, the results have been a disaster both in providing adequate service to students and also in providing quite different services to the entire community. A large passenger liner and an ocean going freighter are both ships that sail the seas, but shipping companies learned long ago that they serve quite different purposes and one can not successfully combine them.

FOOTNOTES: PART II

1. American Library Association and National Education Association. "Standards for School Media Programs." Chicago, 1969. p.30-33.
2. Hartford Public Schools. Library Service Department. Annual Report 1968-69. Appendix B.
3. Ibid. Appendix E.

PART III

EXTENSION RESOURCES AND SERVICES OF THE HARTFORD PUBLIC LIBRARY

Hartford Public Library extension services emanate from a central library building which was completed in 1957. With its rich collection of books and other materials, the central library is a focal point for information, reference, and research by a variety of sophisticated users. These include business and industry, not only in Hartford but throughout the Greater Hartford area. It offers a broad spectrum of services, both in material and through a skilled staff, to professional people of all kinds, writers, students, faculty, and others. The central library adult departments in 1968-69 responded to 136,798 reference and reader aid transactions alone, a testament to its significant role as a municipal service.

The book collection of the entire system numbered 451,766 volumes in 1968-69 and, including branches, bookmobile and shut-in services, circulation of books alone numbered 572,320 in that year. Circulation of non-book materials including phonograph records, films, pictures, music scores, pamphlets, etc., totaled 46,640 items producing a total circulation of 618,960. In 1968-69, the circulation per capita was approximately 3.8 volumes.

In the period, April 1, 1969 through March 31, 1970, total circulation amounted to 571,362. Of this, 36 per cent circulated from the central library while 64 per cent circulated from the branches and other extension vehicles. During this period circulation per capita can be estimated at 3.5 per cent.

The budgeted cost of library services of the Hartford Public Library system in 1968-69 amounted to $1,198,527, or a cost per capita of $7.39.

From the above brief profile several comments are in order.

First of all the central library provides adult education services for children and adults as well as sophisticated reference and research services and, looking over the system as a whole, services to children which emanate from both the central library and branches are impressive. In 1968-69 there were 580 story hours and special programs attended by 13,566 children. In the same year the number of class visits amounted to 888 which reached 20,152 school children. In terms of reference services, general circulation, special programmatic services to children and schools, the Hartford library system administered presently by 87 full-time members of the staff, 36 of whom are classified as professional and 51 as para-professional or non-professional, plus page assistants in full-time equivalence numbering 24, has provided library services both quantitatively and qualitatively of commendable significance.

The circulation per capita which in the past two years has varied between 3.5 (currently) and 3.8 volumes per capita the year before, is low. In 1962, circulation of 8 books per capita for cities in the 100,000 to 200,000 population group was considered a norm.[1] It should be pointed out, however, that circulation alone is not a viable measure of library services. It should also be observed that as the unemployment percentile has gone down to a 3.5 level, circulation figures have declined markedly in public libraries throughout the country. Historically, circulation figures decrease with high employment (including high employment with "moonlighting") and circulation generally increases as unemployment increases. Television, radio, inexpensive paperbacks, and a variety of other factors have contributed to a nation-wide decline in library circulation. But in Hartford the decline in circulation is focused in its branch operations which is visible in the charts which follow. This decline undoubtedly stems first from factors of personal safety which have reduced the number of hours of effective branch services, because many who would otherwise use library branches do not wish to venture out of their houses except under necessity. The decline in branch library circulation is also attributable to some extent to the branches themselves, their resources, location and administration. It is because of the decreasing use of branches that this report was commissioned and this is the point of its explorations and recommendations.

Finally, $7.39 per capita which represents the budgetary figure for 1969-70 is extremely low. A half dozen years ago the Connecticut State Library declared that $5.00 per capita represented minimal support for even small libraries and when one considers the loss of the dollar to inflation in the meantime, $7.39 does not represent a sum far from that minimum. When one adds the need for expensive reference and research materials and a highly qualified professional staff to administer them, $7.39 per capita is no less than meager. It is not uncommon throughout New England to find its stronger libraries expending double that amount per capita or more. In terms of costs of public library service in Hartford and value received in materials and services, the city is very fortunate.

EXISTING EXTENSION FACILITIES OF THE HARTFORD PUBLIC LIBRARY

The Hartford Public Library extends its adult educational and other services through nine branches including one destroyed by fire in September 1969. Additional extension services include a bookmobile, shut-in service, and deposits. As the accompanying table indicates, their total cost aside from supervision from the main library amounted to $359,994.43 in 1969-70. Their location is indicated on the map which follows.

It should be noted that the Albany, Camp Field, Goodwin, and the now burned Ropkins are the only branches which occupy library buildings. Barbour, Blue Hills, Mark Twain, Dwight, and Park branches occupy commercial properties which are leased and which

Table 3

Estimated Branch Library Expenditures

1969-1970

	Expenditures	Circulation*
Albany	54,792.33	63,948
Barbour	34,384.24	13,619
Blue Hills	25,447.19	22,366
Camp Field	53,740.93	79,583
Dwight	20,600.01	19,654
Goodwin	33,396.55	41,775
Mark Twain	35,669.01	44,976
Park	30,745.87	22,380
Ropkins**	26,309.36	1,552
Bookmobile	28,717.85	22,732
Shut-in service	8,562.98	10,078
McCook	7,628.01	21,496
Grand Total	$359,994.43	364,159

*Includes non-book materials

**Ropkins branch burned 9/1/69 after five months operation in 1969-1970 fiscal year

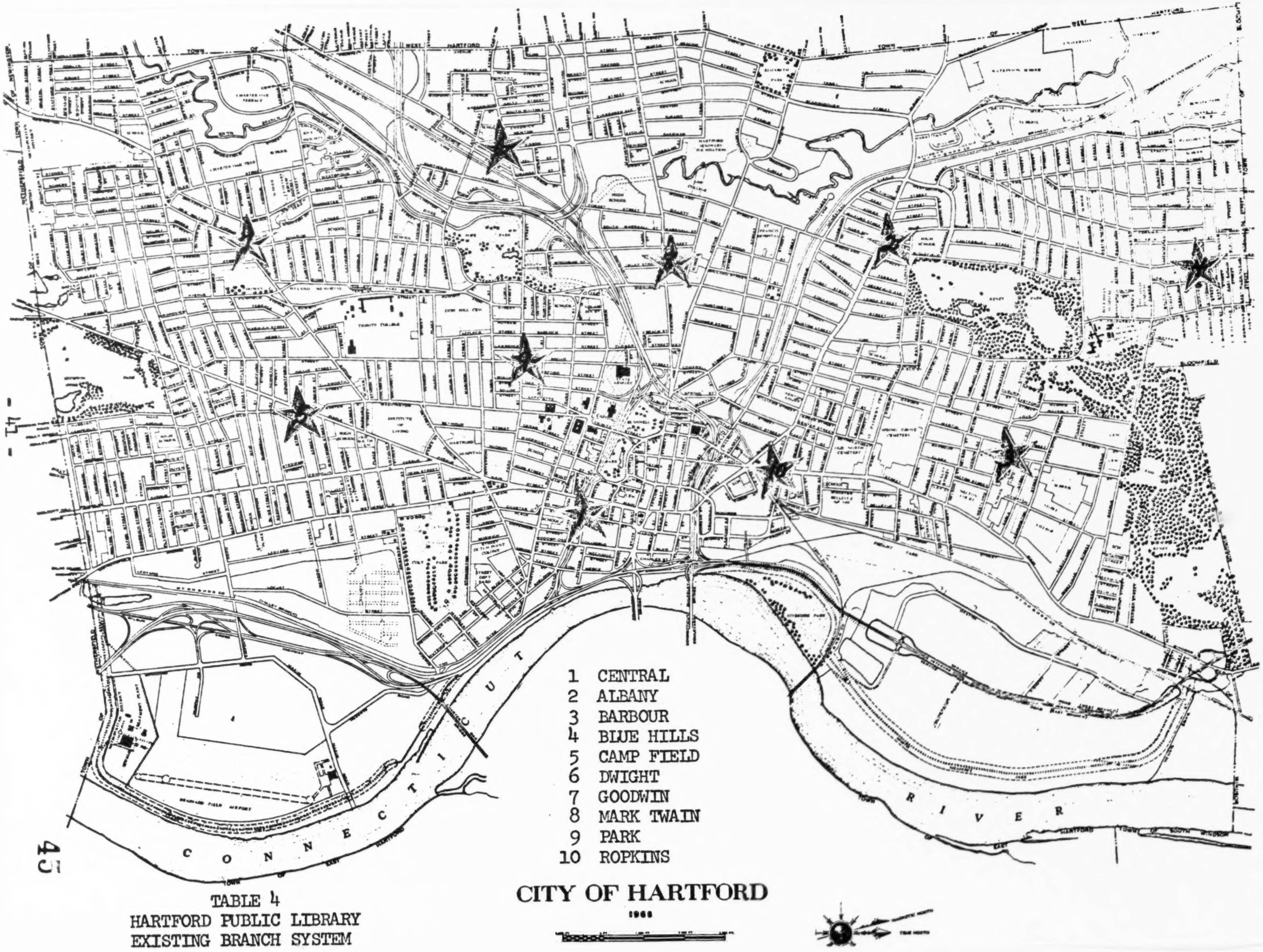
1 CENTRAL
2 ALBANY
3 BARBOUR
4 BLUE HILLS
5 CAMP FIELD
6 DWIGHT
7 GOODWIN
8 MARK TWAIN
9 PARK
10 ROPKINS
CITY OF HARTFORD
1966
CONNECTICUT RIVER

TABLE 4
HARTFORD PUBLIC LIBRARY
EXISTING BRANCH SYSTEM

were originally designed and used as stores. But most interesting of all, none of the four branches which occupy library buildings required any capital outlay on the part of the city. Albany, Camp Field, Goodwin, and Ropkins were provided from philanthropic sources so that the city of Hartford has been uniquely free to date from the costs of capital outlays for branch buildings. This is probably unique for cities of comparable size.

A brief profile and statistical chart of each of the nine branches follows.

ALBANY AVENUE BRANCH

The Albany Branch is located in the central northwestern section of Hartford in an area which is now predominately Black. Although in square feet it is the largest of the eight existing branches, it is still relatively small in terms of good branch library services at reasonable costs. Its exterior is extremely plain and unexciting and its interior is drably institutional. Furnishings are "typical" commercial library tables and chairs and colors and other decorations create a total effect of the 1920's rather than 1970. No comfortable lounge chairs exist. As in all branches, smoking is not permitted. There are no public toilets but there is an auditorium which seats approximately 135.

As one steps into the Albany Branch, one is struck not only by its uninviting institutional character and decor, but by almost a complete absence of any evidence that this is a branch library serving an almost exclusively Black clientele. The staff, with the exception of pages, is white, and except for a small bulletin board and a section of books devoted to Black culture, the Black who enters finds himself in an institution which has the appearance of a white establishment.

The neighborhood which surrounds the Albany Branch is a high crime area where personal safety is a consideration by day and particularly by night. While the library is open Monday, Tuesday, and Wednesday until 8:00 p.m. only ten to fifteen persons are likely to show up on average after 5:00 or 6:00 p.m. This is explained by the safety factor, and the librarian in charge feels that the library for the time being might provide greater services of mornings instead of evenings.

Although the library is adjacent to the Weaver High School, whose student body is 95 per cent Black, few Weaver students use it. This can be explained in large part, though not entirely, by the fact that little homework is required of Weaver students at present which obliges them either to use their own high school library or the Albany Branch. The general pattern of students working after school also is a not inconsiderable factor. Few adult men use this branch so that its clientele is strongly juvenile and adult female. It is busiest at 2:15 p.m. when the schools are out and when children come in largely for recreational reading and borrowing. On Saturday afternoons little use is made of the branch at all.

Table 5

Albany Avenue Branch

1250 Albany Avenue

Staff:
- P IIIB
  - Branch Librarian
- P I
  - Branch Assistant
- Intermediate
  - Pre-Professional
  - Children's Librarian
- G II
  - General Assistant (22 hours)

Hours:

Mon. Tue. Wed.	12:00 p.m. - 8:00 p.m.
Thurs.	12:00 p.m. - 6:00 p.m.
Fri.	10:00 a.m. - 6:00 p.m.
Sat.	9:00 a.m. - 5:00 p.m.

Date built: 1950

Square footage:

Main Floor	2,700
Basement	2,700
	5,400

Size of collection: 23,221 volumes
(Adult = 13,383, Juvenile = 9,838)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	38,416	55,283	93,699	- 5,606
1966-67	34,948	55,122	90,070	- 3,629
1967-68	31,916	50,768	82,684	- 7,386
1968-69	28,867	38,721	67,588	-15,096
1969-70	21,554	35,049	56,603	-10,985

Although the library is in an area where vandalism is great, little or no vandalism occurs in the library. Losses of books, however, are considerable, and this is attributed in large part to the accumulation of fines on the part of children who are then cut off from borrowing privileges and who either stop using the library or remove books without having them properly charged out. The librarian estimates that 60 per cent of children cannot borrow books for this reason.

The auditorium located on the floor below provides a number of library sponsored group activities. These include pre-school story hours on Wednesday mornings, a "Write-in" group which created poetry and plays, a dance class which put on a variety program, "Real Real Cool" which was performed at various branches and schools and filmed. The branch also sponsors a film program once a month for children but it must borrow a projector from the central library. The auditorium is also used by non-library groups which include the Hartford "J" society, the Exotic Fish Society, the Connecticut Orchid Society, the Oakland Terrace Association, and monthly meetings of "Housing Now" sponsored by the Bowles Park Neighborhood. Use of the auditorium for group activities is limited by several factors including lack of library personnel and consequent dependence upon volunteers. Since there are no public toilets, extensive group activities are impossible. It was for this latter reason that the library was not used for a Head Start program. Fear of personal safety, particularly of evenings, but not exclusively so, is also a factor in the library's use by groups. When a senior citizen group was organized and a program planned, only one person showed up for the initial and final meeting.

Albany Branch has many deficiencies in its collections, but the greatest of these is lack of materials which are relevant to its Black community. Although it subscribes to about sixty periodicals, it subscribes to no Black newspapers and to only a few of the most traditional Black periodicals. A greater number of paperbacks -- especially those dealing with Black subjects -- would improve the collection. The librarian has said that 25 copies of "Malcolm X" would not meet the demand. The branch undoubtedly needs not only more "off-beat" Black materials but more "off-beat" materials of all kinds which will attract their almost non-existent user, the teen-ager. In part the lack of such material is ascribed to the policy which exists that branches may not purchase materials which are not already represented in the central library.

Although the branch has a small collection of phonograph records, it has no equipment to play them. Because the spirit of the times is in terms of "service now" there is perhaps considerable substance to the feeling that the delivery schedule from the central library is too slow.

Finally, the staff at the library finds itself involved very little in neighborhood projects and civic groups. The reasons ascribed are first, the safety factor, secondly, insufficient time in terms of available staff.

BARBOUR BRANCH

The Barbour Branch is located in the northeastern section of Hartford and is one of the smaller branch installations. It is operated in a leased building formerly designed and used as a store. Again, in furnishings, decor, and comfort it is dull and uninvitingly institutional. There is little to suggest, once inside it, that it serves a Black neighborhood. The fact that from 6:00 to 8:00 p.m. only three to twelve people are likely to use the library and that on Saturday mornings only from three to fifteen people use it suggests that its service schedule should have adjustment. Included in its service neighborhood is a 600 unit public housing installation, and nearby, also, is Wish School which has an advanced media center program including a children's book collection far superior to Barbour. Barbour has no audio visual facilities and equipment of its own and when such equipment is used the staff use their personal projectors and cameras. The branch has a Head Start group which meets in the library of mornings; it provides story hours; and its staff visits schoolroom classes. It is limited by lack of toilets for the public, but perhaps most of all by its small size both for readers and materials. Its identification with its Black constituency is not only not evident in its general decor but is also not evident in materials which would be relevant and interesting to its Black clientele.

Table 6

Barbour Branch

205 Barbour Street

Staff: P IIIA
Branch Librarian
Intermediate
Pre-Professional Assistant

Hours: Mon. Wed. 12:00 p.m. - 8:00 p.m.
Tue. Thurs. Fri. 12:00 p.m. - 6:00 p.m.
Sat. 9:00 a.m. - 5:00 p.m.

Date built: in present rented quarters since 1939

Square footage: Main Floor 1,376
Basement 1,376
2,752

Size of collection: 13,555 volumes
(Adult = 7,412, Juvenile = 6,143)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	6,644	16,171	22,815	- 3,153
1966-67	6,162	13,500	19,662	- 3,153
1967-68	5,796	12,236	18,032	- 1,630
1968-69	5,135	10,713	15,848	- 2,184
1969-70	4,916	7,744	12,660	- 3,188

BLUE HILLS BRANCH

The Blue Hills Branch is in the extreme northwestern edge of Hartford only three city blocks from the town line of Bloomfield and in the neighborhood of two miles or less from a branch of the Bloomfield Public Library. It is in a leased store front building and is next to the smallest of Hartford's branch installations in space. It has no public toilets and provides seating for only eighteen readers. It exists in an integrated area about half Blacks and half Whites. Unlike many areas in process of integration, the Blue Hills area is a relatively stable one with families moving in to stay. It comprises approximately 5,200 families or 18,000 people.

Although the branch is institutional in its furnishings and decor and although it is crowded with books, it is notable for its innovative and colorful signs and posters which help to bring it alive. Of evenings it is estimated that from fifteen to twenty people use it after 5:00 p.m. It has a weekly program of fifteen picture book hours which occur on Tuesday mornings but, as in other branches, furniture has to be moved to accommodate picture book hours or any other small group activity since any kind of auditorium is non-existent.

The Blue Hills area is perhaps unique among the integrated areas of Hartford, not only for the stability and civic mindedness of its Black and White residents, but because it identifies itself as a neighborhood extending down to the narrow end of a funnel at

Table 7

Blue Hills Branch
630 Blue Hills Avenue

Staff: (Professional supervision by Head of Goodwin Branch)

G IV
- Non-Professional Supervisor

Intermediate
- Pre-Professional Assistant (26 hours)

Hours:

Mon. Wed.	12:00 p.m. - 8:00 p.m.
Tue. Thurs. Fri.	12:00 p.m. - 6:00 p.m.
Sat.	9:00 a.m. - 5:00 p.m.

Date built: in present rented quarters since 1959
(located at 654 Blue Hills Avenue from 1949-58)

Square footage: Main Floor 1,110
Total 1,110

Size of collection: 9,740 volumes
(Adult = 5,202, Juvenile = 4,538)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	12,549	13,296	25,845	- 3,443
1966-67	12,011	13,200	25,211	- 634
1967-68	10,996	12,089	23,085	- 2,126
1968-69	10,922	11,602	22,524	- 561
1969-70	10,573	11,468	22,041	- 483

Albany Avenue and, as far as library services are concerned, extending eastward on Albany Avenue to Vine Street which marks the termination of a distinct neighborhood. As this would indicate, residents of the Blue Hills area use the larger resources of the Albany Avenue Branch as well as their own much smaller branch.

CAMP FIELD BRANCH

The Camp Field Branch is located in the central southern half of Hartford in an area originally Irish and Italian. It has a strong group of Polish derivation and increasing numbers of Puerto Ricans between the branch and the one and a half miles from it to the central library. It is a neighborhood of relatively few Blacks and with a low crime rate. It can be generally characterized as a lower middle class neighborhood chiefly of blue collar workers.

The branch library building constructed 33 years ago is unimaginative in its exterior and is institutional in its appearance inside. Furniture is commercial, attractive lounge chairs and other amenities are absent, and color is muted. It enjoys perhaps one of the more book minded clienteles of all of the branches.

Few teen-agers use the library because of the low level of required homework, and also, without doubt, because the library does not contain material which has impact and relevance for teen-agers who might otherwise use it recreationally. It has a work area for its staff, but it does not have public toilets nor an auditorium. Class visits are made, and a pre-school story hour

Table 8

Camp Field Branch

30 Campfield Avenue

Staff: P IIIB
Branch Librarian
P I
Children's Librarian
Intermediate
Pre-Professional Assistant
G II
General Assistant (20 hours)

Hours: Mon. Tue. Wed. Thurs. Fri. 12:00 p.m. - 8:00 p.m.
Sat. 9:00 a.m. - 5:00 p.m.

Date built: 1937

Square footage:		
	Main Floor	2,900
	Basement	900
		3,800

Size of collection: 25,172 volumes
(Adult = 14,889, Juvenile = 10,283)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	47,414	49,349	96,763	+ 494
1966-67	44,274	47,963	92,237	- 4,526
1967-68	43,041	43,735	86,776	- 5,461
1968-69	38,705	42,658	81,363	- 5,413
1969-70	38,252	36,888	75,140	- 6,223

occurs one morning each week. The librarian pointed to the fact that 150 children attended a puppet show one morning.

The library subscribes to 42 periodicals but these are traditional in nature and are unattrative to younger people. Like all branches the fine system has limited its juvenile use and the development of stronger school libraries has accounted for a drop in the use and circulation of juvenile non-fiction. It lends phonograph records but has no turntable.

It was pointed out that when service hours from 8:00 to 9:00 p.m. were dropped, this had little effect upon the library since a sampling during a one month period had shown eight people using the library during those hours. This is attributed to the fear of personal safety which exists even in low crime areas within the city. Saturday afternoon is an inactive period. The library enjoys relatively heavy use between 7:00 and 8:00 p.m. The librarian described the possibility of morning openings as "an open question" and she indicated some sympathy toward providing library services on Sunday afternoons.

DWIGHT BRANCH

Dwight Branch is located in the extreme west central section of Hartford, again in a commercial store front property. "As the crow flies" it is approximately one mile from the Mark Twain Branch and only slightly farther from the Park Branch. It is extremely small in every respect, including its book collection, circulation, and reader capacity which amounts to seating for only eight persons. As in most of the branches the decor is conventional and institutional, lacking in color and comfort. There are no public toilets, no staff room where the staff can have a sandwich or a cup of coffee, and no work area for the staff. The clientele of this branch is basically white but with an increasing number of Portuguese moving in which could be characterized as "blue collar" middle class. The area could be described as a low crime rate neighborhood.

Both book collection and its use show that the clientele is almost evenly divided between children and adults. The branch manages, by moving furniture, to engage in a pre-school story hour and conducts class visits. It was noted that about half of the juvenile use is in connection with school work but that this is restricted to young children. Teen-agers use this branch relatively little and indeed a cursory examination of the collections and conversation with the staff would indicate that there is little material which would be relevant to teen-agers in terms of their interest. The fine-posting policy seriously limits circulation with children.

There was no reaction from the clientele of the library to the recent cut in hours of service and, indeed, it is noted now that ten people at most use the libraries between 6:00 and 8:00 p.m. Use of the library slows during the summer period. Little reference service is called for and, indeed, the library is inadequate in resources to provide even the most modest reference services in

Table 9

Dwight Branch
1729 Park Street

Staff: (Professional supervision by Head of Mark Twain Branch)

Intermediate
- Pre-Professional
- Supervisor

Intermediate
- Pre-Professional Assistant (20 hours)

Hours:

Mon. Wed.	12:00 p.m. - 8:00 p.m.
Tue. Thurs. Fri.	12:00 p.m. - 5:00 p.m.
Sat.	10:00 a.m. - 5:00 p.m.

Date built: in present rented quarters since 1959
(in rented quarters at 1701 Park Street from 1928-56
when building was destroyed by fire)

Square footage:

Main Floor	676
Total	676

Size of collection: 8,737 volumes
(Adult = 4,997, Juvenile = 3,740)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	11,684	14,934	26,618	- 848
1966-67	11,301	12,725	24,026	- 2,592
1967-68	10,566	11,475	22,041	- 1,985
1968-69	9,142	9,840	18,982	- 3,059
1969-70	9,294	9,472	18,766	- 216

connection with school assignments.

The frustrations of this branch are many, but in addition to inadequate collections, lack of facilities for groups, and lack of proper facilities for staff, the need for publicity, and above all, the need of the library staff to become involved in community affairs are paramount. Dwight is too small to provide the services or the economic justification of a branch library, and it is too large to justify itself in terms of expenditures as a kind of "deposit station."

GOODWIN BRANCH

The Goodwin Branch is located in the southwestern area of Hartford less than one mile "as the crow flies" from the Camp Field Branch, in a building which is twenty-nine years old but in good condition. The building lacks public toilets, however, and again has the traditional decor and furnishings which characterized the period in which it was constructed. It serves a neighborhood which is mixed and undergoing more and more integration but which could be characterized as both a "blue collar" and "white collar" neighborhood.

As its circulation shows, for most of the past five years it has served juveniles as much or more than adults. It has a preschool story hour, is visited by and visits school classes, and occasionally entertains imaginative activities such as its recent "kite" program. It receives about fifteen periodicals plus gifts and lends phonograph records but has no turntable.

Table 10

Goodwin Branch
460 New Britain Avenue

Staff: P IIIB
Branch Librarian (also supervises Blue Hills Branch)
Intermediate
Pre-Professional
Children's Librarian

Hours: Mon. Wed. Fri. 12:00 p.m. - 8:00 p.m.
Tue. Thurs. 12:00 p.m. - 6:00 p.m.
Sat. 9:00 a.m. - 5:00 p.m.

Date built: 1941

Square footage: Main Floor 2,100
Basement 2,100
4,200

Size of collection: 17,273 volumes
(Adult = 10,638, Juvenile = 6,635)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	21,946	27,931	49,877	- 2,645
1966-67	21,141	25,837	46,978	- 2,899
1967-68	18,890	25,765	44,655	- 2,323
1968-69	20,355	18,491	38,846	- 5,809
1969-70	20,942	17,915	38,857	+ 11

It was pointed out that the policy on fines precludes full use of the library by children. Although there have been no serious problems, teen-age groups occasionally cause difficulty and this was explained in terms of the absence of recreational outlets for them in the neighborhood. No public telephone is available.

MARK TWAIN BRANCH

The Mark Twain Branch is located centrally in Hartford, serving the West End area. Geographically it is less than a mile from the Park Branch, about one mile from Dwight, and about a mile and a quarter from the central library.

This branch is also located in rented commercial store front quarters and considering the small size of its book collection enjoys a heavy circulation predominantly adult. The considerable use of the branch by adults is probably accounted for because it is in an area of apartment buildings occupied by young couples who move to other areas as their children begin to appear. It is also an area of retired people who use the library for continued periods of time.

The neighborhood is basically white but is slowly integrating with increasing numbers of Puerto Ricans and Blacks. It is a low crime rate area.

The library does have one toilet for public use but it has no staff facilities for preparing lunch or dinner. The basement

Table 11

Mark Twain Branch

256 Farmington Avenue

Staff: P IIIB
Branch Librarian (also supervises Dwight Branch)
G III
Branch Assistant

Hours:	Mon. Wed. Fri.	12:00 p.m. - 8:00 p.m.
	Tue. Thurs.	12:00 p.m. - 6:00 p.m.
	Sat.	9:00 a.m. - 5:00 p.m.

Date built: in present rented quarters since 1961
(in this area since 1929 - have had to relocate twice)

Square footage:	Main Floor	2,000
	Basement	2,000
		4,000

Size of collection: 13,806 volumes
(Adult = 9,220, Juvenile = 4,586)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	31,901	12,804	44,705	- 2,676
1966-67	33,471	11,149	44,620	- 85
1967-68	31,884	8,856	40,740	- 3,880
1968-69	32,560	8,917	41,477	+ 737
1969-70	34,631	7,956	42,587	+ 1,110

is usable for storage only. Parking is at a premium.

The heaviest use of the library occurs between 5:00 to 6:00 p.m. On Saturdays much greater use is made of the library in the afternoons than in the morning.

The library subscribes to about twenty-five periodicals and has a portable record player which was received as a gift. There is little use made of the library by students, the explanation being that instruction is textbook oriented with little homework. As in all of the branches, the fine system restricts service to children. Two classes of Head Start students are bussed in from the North End on Tuesday mornings and afternoons. Classes are visited and visit the library and a story hour program is provided.

PARK BRANCH

The Park Branch is located in the central Hartford area, by direct measurement less than a mile from the central library building, three quarters of a mile from Mark Twain and slightly more than a mile from Dwight. It is housed in a rented store front commercial property in a neighborhood which is primarily Puerto Rican but which has increasing numbers of Portuguese, Greeks, a basic French-American community, but few Blacks. The library's clientele could be described as lower middle class economically, with a total of perhaps fifteen identifiable national groups. One can find little or no reflection of these nationalist groups in terms of their languages and culture in the material which the library is prepared to offer them. There are no public toilets and no place for the staff to eat lunch except at their desks. The basement is unheated in winter and so has use only for storage. The branch sadly needs paint, relighting, comfortable chairs, imaginative color, and the atmosphere of a neighborhood meeting place rather than an institution.

Circulation is predominantly to children with relatively few men who come only during their lunch hours. It serves few teen-agers except for an occasional school assignment and this is attributable to the decor and lack of relevance of periodicals and books which would attract teen-agers. The young adult collection, so labeled, is used, but largely consists of light romances and adventure stories which are read by girls. This material represents a questionable investment in resources and services on the part of the library. The fine-posting system is a further limitation to services, particularly to children and teen-agers. The library subscribes to fifteen periodicals but these are being cut down to eight.

Park Branch has neither phonograph records nor equipment for them. Furniture has to be moved to provide for Head Start classes, and for movies and story hours in the mornings.

This branch is an excellent example of a traditional collection which has little meaning or relevance to the neighborhood.

Table 12

Park Branch
815 Broad Street

Staff: P IIIA
Branch Librarian
G III
Branch Assistant
Children's Librarian

Hours:			
Mon.	Wed.	Fri.	12:00 p.m. - 8:00 p.m.
Tue.	Thurs.		12:00 p.m. - 6:00 p.m.
Sat.			9:00 a.m. - 5:00 p.m.

Date built: in present rented quarters since 1939

Square footage:	
Main Floor	1,250
Basement	1,250
	2,500

Size of collection: 13,873 volumes
(Adult = 7,214, Juvenile = 6,659)

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	9,732	23,866	33,598	+ 357
1966-67	8,025	20,378	28,403	- 5,915
1967-68	8,773	18,225	26,998	- 1,405
1968-69	9,525	15,510	25,035	- 1,963
1969-70	9,453	12,136	21,589	- 3,446

It needs a cookbook in Portuguese, Spanish newspapers and magazines, children's books in other languages and above all audio visual equipment and materials. Its hour schedule needs to conform to the neighborhood. Being in a shopping center it would serve good purpose to be open of mornings. Friday evenings find it empty and indeed after 7:00 p.m. on other evenings it is reported that if more than two people come in, it is unusual. A reluctance to use the library of evenings is because it is located in a medium crime area and people fear for their safety. Since the neighborhood represents a "melting pot" of many nationalities, there are frictions among groups of differing national origins.

Two churches offer after school programs with gymnasium and bowling alley facilities and Mitchell House, a Red Feather agency, offers a community recreation facility.

Like many of Hartford's store front branches, a highly visible outdoor sign indicating that it is a branch library would make it identifiable as such, and would undoubtedly contribute to greater use.

ROPKINS BRANCH

Since this branch was destroyed by fire in September, 1969, and since what remains of the property will be razed for the SAND development, the only considerations which are pertinent at this point are where the Ropkins Branch failed and where it succeeded as points of relevance for another facility in the North End to

Table 13

Ropkins Branch

destroyed by fire Sept. 1, 1969

Staff: P IIIB
Branch Librarian
Intermediate
Pre-Professional
Children's Librarian
G II
General Assistant

Hours: (former hours)
Mon. Wed. Fri. 12:00 p.m. - 8:00 p.m.
Tue. Thurs. 12:00 p.m. - 6:00 p.m.
Sat. 9:00 a.m. - 5:00 p.m.

Date built: (1951)

Square footage: Main Floor 2,600
Basement 2,600
5,200

Size of collection: destroyed by fire

Circulation pattern: one year intervals

	Adult	Juvenile	Total	Change ±
1965-66	2,194	8,327	10,521	- 3,445
1966-67	2,862	8,541	11,403	+ 882
1967-68	3,465	8,592	12,057	+ 654
1968-69	1,729	6,444	8,173	- 3,884
1969-70 (Apr-June only)	369	1,123	1,492 (3 mos.)	not comparable

This branch destroyed by fire-bombing last fall. To date have been unable to relocate. Information given here applies to former branch operation.

replace it.

All who have been concerned with Ropkins, both its staff or leaders in the community which it served, agree that a typical branch library building in exterior design is least appropriate for this area. Their feeling is that a branch building, no matter how simple and attractive, may be too formidable and intimidating for many of its potential clientele and that a building which resembles a "store" would be psychologically most successful. This is by no means to suggest that an inferior facility, such as is represented in some of the other branches of the system, is called for. Rather it is suggested that people in the neighborhood know and are accustomed to stores and store fronts and that an excellent branch library using this psychological attraction would be a more appropriate facility than any other.

For a library of its size, one can only be shocked at the minimal use of the materials which were in it. As one Black commentator said, and this is supported by its staff, the library was "jumping" with group meetings and activities, but its books and other materials were not used. Some of its serious limitations were that again it seemed to be a "white" library in a Black-Puerto Rican community with little identification with the minorities which it existed to serve. While the low level of use which characterized Ropkins was in large part due to the factor of personal safety in a high crime area, it is also clear that it did not look like a library serving basically Blacks and Puerto Ricans, it did not have the materials which would appeal to Puerto Ricans and Blacks, and the materials, especially in Spanish, which Ropkins did have, were not sufficiently publicized. Undoubtedly, not only the lack of materials, book and non-book, dealing with Black artists and writers but the appearance of the exterior and interior of the building were further limitations to its usefulness. While the staff made efforts that were possible in the time that they had at their disposal to become involved in the community, involvement was minimal and insufficient. As one former staff member said: "The things I was doing at first were completely white -- then I went into their houses and to their meetings."

In retrospect one can only see the Ropkins Branch as a monument to the illusions of irrelevancy. Aside from groups which met there, its service to adults was negligible. Regretfully, one can only come to the conclusion that when it burned, a cultural and educational symbol may have been destroyed but a branch library in terms of viable public purpose had yet to come into being.

BOOKMOBILE SERVICE

Hartford provides excellent and new bookmobile equipment which makes thirty-five or more regular stops throughout the Hartford area each week on a published schedule. Monday, Wednesday, Thursday, and Friday it operates of afternoons but on Tuesdays and Saturdays it operates from 10 o'clock until after 4:00 p.m. Its stops are planned so that they will be further than one-half mile from each branch library and include housing projects, senior citizens residences, the House of the Good Shepherd (a facility for wayward girls) and other installations. Its services are primarily to children in proportion of about 75 per cent to 25 per cent for adults. The bookmobile librarian estimates that the few men who use it represent hardly more than one per cent.

The materials which the bookmobile supplies represent "integrated" children's books, some Spanish and English books but very little that is directly relevant to Blacks and other minority groups. Because housewives comprise most of its adult clientele, it circulates considerable amounts of light recreational reading by authors such as Faith Baldwin, Victoria Holt, Dorothy Eden, and Emily Loring.

It was pointed out that the bookmobile employs a Black driver on Saturdays who is a distinct asset in dealing with Black children effectively in the North End. A white driver is employed Monday through Friday. Bookmobile service is carried on as informally as possible and if additional personnel and resources were available it would be feasible to offer bookmobile services in certain areas of the city of evenings and morning hours could be increased. The present bookmobile librarian had experience in the Ropkins Branch and seems to have significant rapport with minority groups which the bookmobile serves.

OTHER EXTENSION SERVICES

The Hartford Public Library offers a mobile shut-in service both to individuals and to homes and centers for the elderly. Additionally, deposit collections are serviced by the Lending Department of the library to Hartford Hospital as a recreational vehicle for student nurses (about 200 volumes) and the Old People's Home (about 50 volumes).

FOOTNOTES: PART III

1. Wheeler, Joseph L. and Goldhor, Herbert. Practical Administration of Public Libraries. New York, (1962) p.554.

PART IV

RECOMMENDATIONS FOR IMMEDIATE IMPLEMENTATION

The final chapter of this study deals with the extension vehicles of the Hartford Public Library system in both near and long term perspectives -- that is, from ten to twenty or twenty-five years. It covers such major concerns as the consolidation of branches, location of branches, and other vehicles of augmented extension services. These are matters which cannot be effected immediately. They will require capital outlays of considerable funds and they also will involve tactical orientations in the neighborhoods involved and for the city as a whole. The recommendations which are made in Part V call for changes of lesser magnitude for the next decade but changes of greater magnitude in the perspective of twenty or more years.

The recommendations made in this chapter, however, are intended to immediately strengthen the extension services of the library to promote greater usefulness and fiscal justification. Many of the recommendations which follow can be effected immediately at little or no cost. Others will entail budgetary considerations though not in terms of large amounts of money. Still others can only be resolved when new branches are built, others are consolidated, and as the major proposals which are made for near and long term future are realized. They are presented briefly and not in order of priorities:

1. It is recommended that at the earliest feasible date a new position be created with the title of Supervisor of Extension Services. The reasons for such a recommendation are many. At present branch librarians, the bookmobile librarian, and others providing extension services report directly to the Librarian and the Assistant Librarian of the Hartford Public Library system. The number of persons who report directly to the two principal officers of the library is eighteen, an administrative span of management and control which is quite impractical. No chief administrative officer should have more than five or six persons reporting directly to him, although this, of course, does not mean that he should not be accessible to every member of the staff -- but through proper channels. A Supervisor of Extension Services could not only oversee all extension activities but should be a constant resource for each extension vehicle to have counsel, suggestions and supervision. Such an officer would also provide a point of constructive suggestion and evaluation toward the end of programmatic and other changes. Above all, a Supervisor of Extension Services could make an important contribution, in conjunction with branch librarians and others, in involving

branches and other extension agencies with the communities which they serve, meeting with civic groups, taking part in neighborhood projects, bringing the library into the focus of problems for which the neighborhood has concern. Finally, such a position would provide a direct supervision which the Librarian and the Assistant Librarian cannot possibly provide considering the number of persons who are now directly responsible to them.

2. It is recommended that each branch library be supported by a Neighborhood Advisory Council. Such councils were inaugurated in all of Hartford's twenty-eight public schools more than a year ago and every indication confirms that in these times of flux and crisis that they could serve a good purpose in bringing not only stability to branch library operations but in suggesting how each branch can become more relevant, more attractive, and provide better and greater services to its particular clientele. It is recommended that each branch Neighborhood Advisory Council be appointed by the Librarian, and that it be small, numbering no more than from five to seven carefully chosen leaders in the community, who reflect the composition of the branch neighborhood. The appointments should be made for specific and staggered terms not exceeding three years and a limit should be placed upon the number of terms which individual members might serve successfully. Appointments should be made with the clear understanding that the role of the Neighborhood Advisory Council is advisory only and

that no administrative authority is delegated whatsoever. They should be responsible jointly to branch librarians, the Supervisor of Extension Services and to the Librarian and Assistant Librarian in that order. Their function can be as broad as possible, including the suggestions of materials which are relevant to their community, equipment, including audio visual materials, decor in keeping with the tastes of the community to be served, general improvements such as lighting, furniture, and program -- whatever will relate a given branch more effectively to its neighborhood in every and any possible way.

3. It is strongly recommended that the library take whatever steps are necessary to effect the staffing of branches -- especially those in neighborhoods which are basically Black or Spanish, with Black, Puerto Rican and other minority personnel. This is not an easy matter to accomplish as far as professional staff is concerned and in this category massive changes cannot occur quickly. With imagination and determined perseverance it will be possible to recruit Black professional personnel in long term and in any case it should not be impossible to recruit a supporting staff in branches from the minorities which constitute such a substantial part of the population of the city. It should not be impossible, by way of example, to employ a Black driver for book-mobile services. This recommendation is made with particular reference to extension agencies which are the sole concern

of this study, but it might apply as well to the entire staff of the library system. At the time field work was being conducted not a single full-time person involved in extension services represented a minority group, although it was expected that one Black be brought in, in a supporting position. The strong emphasis of this recommendation is made because the absence of Blacks and Puerto Ricans in branch libraries serving Blacks, Puerto Ricans and other minorities almost exclusively is impractical just as the present situation vis-a-vis minority staff members in the entire library system is intolerable as far as the city is concerned.

4. It is recommended that a principle of "creative autonomy" be recognized for all branches and extension services. Such a principle can be effected through the creation of a Supervisor of Extension Services and through the creation of branch Neighborhood Advisory Councils. It can also be achieved through other recommendations which follow. The point that must be clearly established and hopefully accepted by the Hartford Public Library, however, is that its branches serve different kinds of neighborhoods, and different kinds of people with different interests, cultures and problems. The present uniformity of branch operations ignores these realities. By way of example, as the branch profiles in the preceding chapter indicate, hours of library service are generally uniform, yet while some libraries enjoy considerable

use in early evening hours, other branches do not and should be closed of evenings under present conditions. Some enjoy considerable use on Saturday mornings with little or no use on Saturday afternoons and yet in other branches the service pattern is just the opposite. Some branches should provide services of mornings on weekdays while in other branches this would be unfeasible.

The principle of "creative autonomy" of each branch and extension vehicle should extend to its exterior, its interior in terms of decor, and above all in terms of the materials and services which it performs.

5. All branches as well as the central library could profit by the creation of a Community Relations Officer whose responsibilities would be to provide public relations and communications services throughout the entire system. Branch library, bookmobile, and other extension programs should be publicized in school and community newspapers, and the printed announcements of community organizations, with a high level of journalistic skill. Posters, book lists, notices should be available as each individual branch requires them, again at a level of professional excellence both in contents and format. These are services which most branch librarians cannot be expected to perform proficiently or skillfully. In the absence of a general Community Relations Officer for the library system, this should be temporarily a concern of the Supervisor of Extension Services.

6. The policy which exists which makes it impossible for any branch to acquire materials not already represented in the central library's collections is frustrating and should be changed. Such a change is essential if the principle of "creative autonomy" be accepted for extension agencies.

By way of illustration, in a branch library whose clientele is almost entirely Black, its interior should reflect the preference of its Black constituents but its book collection and above all its periodical resources should clearly reflect contemporary Black problems, Black writers and artists and the Black culture generally. A small bulletin board and a section of book stacks labeled "Black Culture" are completely inadequate. Serials such as The Negro Digest, Pittsburgh Courier, Liberator and Afro-America might be well provided in such a branch whereas they may or may not be considered necessary in the central library. Such a branch should not only have the works of the classic Black writers and artists but should have ample copies of the works by Black writers who are commenting on the Black world today. It is not suggested that the Hartford Public Library create "Black branches" but rather branches which identify themselves with their Black community. As one Black civic leader commented: "A Black can tell very quickly if a library is white or Black -- whatever the skin color of the library staff may be."

A similar case should be made for branches which serve other minority groups -- Puerto Rican, Portuguese, Polish, etc. It is inconceivable that in such a branch newspapers such as El Diairo or El Tiempo are not available. While the claim is made that if a Spanish-American cannot read English he probably is also illiterate in Spanish, this does not excuse the failure to provide materials -- especially contemporary materials -- in other languages than English. The fact that periodicals and newspapers in other languages are sold and presumably have readers in Hartford is persuasive. It should also be pointed out that those of foreign derivation are interested in the current developments not only in their own country but among similar groups of minorities in the United States and have every right to such information.

Finally, in support of this recommendation, and I quote a minority leader, "the old library principle of 'providing what is good for you' is dead." A final comment might be that if the costs of such materials are argued as an impediment, one has only to point out the quantities of light fiction especially the kind of "non-literature" found in the young adult collections in branches, which would seem to have a very low priority, if indeed it has any priority at all.

7. The apparent and deliberate policy of not providing public toilets is incomprehensible and intolerable. In many states, cities, and towns provision of toilet facilities is legally

mandatory in institutions or other establishments serving the public. It is urged that in any new branch buildings such facilities be provided and that they be controlled in such ways as to prevent, as far as possible, problems which sometimes develop with them.

8. The recommendations for relevancy of branch services to the particular neighborhood which each branch serves can only have meaning when the library not only relates to its community in its materials, decor, and services, but when it is prepared and has the personnel resources to reach out from the branch into the community. It is essential that the branch librarian take an active role in community affairs and in community organizations. This could be achieved in many instances through the increased employment of minority personnel. It would be vastly abetted by the position of Supervisor of Extension Services. The day when library and librarian can sit complacently awaiting the community to come to its doors has long since passed. As one branch librarian commented, "Lots of times I am just here and the people are out there."

9. It is recommended that provision be made for regular meetings not less than once a month of heads of extension agencies -- i.e. branch librarians, the bookmobile librarian, etc. While this does not preclude general meetings of supervisory staff of the entire system, there should be meetings where branch librarians

could interact to their various problems, come away with suggestions which they have derived from one another, and have an opportunity to share experience. Such meetings of course should be called and "chaired" by the Supervisor of Extension Services.

10. The physical appearance of all branches could be vastly improved. They are uniformly painted in dull institutional colors with heavy and ugly commercial library furniture, with an absence of comfortable lounge chairs for the casual reader or individual study tables for the more serious student. To speak plainly, they give the general appearance of the kind of library that one might expect to find in a correctional institution rather than as an attractive neighborhood center. As quickly as possible, imaginative and attractive redecoration should occur to bring branch installations into some semblance of 1970. The advice of a library consultant who specializes in interior decor should be sought, and two or three days of study on his part should bring to the library suggestions that could revitalize the appearance of its branch facilities at moderate cost.

11. A special study should be made with regard to lighting in all branches. In most communities the local power and light company will provide readings of lighting levels without charge. In every instance the level of lighting should be brought to seventy maintained foot candles and fixtures should be replaced with equipment that will provide a minimum of glare. In one or

two branches lighting is impossible and, although all branches were seen during daylight hours, it would appear that the level of illumination in many branches was below the levels of health safety.

12. Serious consideration should be given to opening branches for service on Sunday afternoons between 2:00 p.m. and 5:00 p.m. Studies throughout the country indicate that Sunday afternoons are perhaps the most viable period for library use. Considering the climate of personal safety in Hartford the convenience of the public which the public library serves should not be ignored on the basis of either cost or staff resistance. Sunday service could operate with non-professional personnel.

13. As existing buildings are renovated and as other buildings are leased or constructed, ample space should be provided for a multipurpose room for services and programs to groups. Many do not use libraries as individuals. Sometimes this is because they are not oriented to reading. Others are too timid. As an educational and recreational center, the library's obligation to use movies, lectures, concerts, exhibits and many other media for groups is just as great and as important as its more traditional services to the individual. Only one Hartford branch library has a multipurpose room. The seven branches which do not, provide for story hours and other small group meetings only by opening the library during non-service

periods, and rearranging furniture, with results that are not adequate or comfortable. Quite aside from the use of multipurpose rooms as an integral part of the branch library program, they also can serve as a meeting place for civic and cultural organizations in the community and thereby establish a library-community relationship that has collateral values in many directions. Such non-library sponsored meetings acquaint people with the library who might not have known it before. They establish the library with an image of interested participation in a constructive kind of way in community activities. All other services being equal, provision for group services can make the branch the most exciting, frequently the only exciting, place in the neighborhood.

14. While many of the branches circulate phonograph records, none of them own high fidelity equipment that makes it possible for people to enjoy records in the library. High fidelity equipment should be provided in units with four jacks for each turntable so that it is possible for more than a single person to enjoy a recording at the same time. Where and when multipurpose rooms exist, they should be equipped with sound systems of high quality that will make both sound films and recordings possible with a high degree of fidelity.

The failure of the branches to use non-book material deserves special attention and reconsideration. Many libraries increasingly lend films, filmstrips, slides, cassettes, and the equipment for projection. Libraries also lend educational toys, jig-saw puzzles, musical instruments, and other educational and recreational materials which are suitable not only to the public at large but some of which, such as jig-saw puzzles, are particularly appreciated by the elderly. We are a multi-media society and any library which depends upon print as its sole vehicle of service will not be able to provide services to many of its constituents, who as taxpayers, support it financially.

15. As noted in the profiles of individual branches, many have no staff room facilities and, where restaurants are not nearby and where safety considerations are also a factor, provisions should be made for the staff to have a small room with a refrigerator, an electric plate for coffee and modest facilities for a moment of relaxation, lunch, or dinner. Similarly, many of the branches have no workroom facilities, and any work that is done, must suffer the interruptions that come from performing it at a public desk. Adequate staff facilities and adequate staff work areas are minimal to recruiting and retaining personnel and they are also primary factors in the efficient use of personnel.

16. As it has been noted in earlier chapters of this report, the branches are used very little by teen-agers, whereas, as one reads the literature of librarianship, most public libraries are inundated by teen-agers. This is no problem of Hartford's branches. Rather the opposite is tragically true.

The failure of young people to use Hartford's branch libraries can be attributed in part to the educational transition which is taking place wherein little homework is now required. While this will undoubtedby be corrected in the future, hopefully the change will occur when there are stronger school libraries (media centers) particularly at the high school level and where branches have been consolidated to a point where materials and services exist in depth to supplement the school media centers and to assist the student. Especially at the elementary levels in some of the demonstration schools, strong book collections have been developed with the financial support of the Elementary and Secondary Education Act Title II and undoubtedly the excellent media centers at schools such as Mark Twain and Wish make the public library less vital to the small child.

For the public library to lose its teen-age clientele is a grave matter for when it does, it is almost certain to lose future adults as well. Young people today are as faddish as adolescents have always been but they are also interested in music, sex, drugs, the international situation -- especially in terms of the draft -- and in a variety of other social and civic questions. As one looks through the collections at the branches even cursorily, one finds little that would bring the teen-ager in on his own and that would "turn him on." The following list of periodicals includes many which do "turn on" the adolescent. The number of branches which subscribe to them or rather which fail to, speaks for itself. One might use other illustrations of periodicals, recordings, books, and, where auditorium facilities exist, films which would attract teen-agers. The conclusion must be that little exists that is relevant for the teen-ager or that is likely to bring him to the library now or in later years.

Seventeen
- Albany
- Barbour
- Blue Hills
- Camp Field
- Dwight
- Goodwin
- Park
- Ropkins

Ebony
- Albany
- Barbour
- Blue Hills
- Ropkins

Hot Rod
- No Branch subscriptions

Motor Trend
- No Branch subscriptions

Car and Driver
- No Branch subscriptions

Popular Science
- Albany
- Barbour
- Blue Hills
- Bookmobile
- Dwight
- McCook
- Park
- Ropkins

Rolling Stone
- No Branch subscriptions

Mad Comics
- No Branch subscriptions

Surfer
- No Branch subscriptions

Skin Diver
- No Branch subscriptions

Mini Bike Guide
No Branch subscriptions

Ingenue
No Branch subscriptions

Sports Illustrated
Albany
McCook
Blue Hills
Ropkins
Dwight
Park
Shut-In Service

17. Delivery service from the central library occurs three days a week and, depending upon when the requests are sent and received, it is possible for most of the week to pass before a desired item is received by the branch which can then contact the reader who has requested it. Considering that Hartford is so small geographically, daily delivery service between branches should have thoughtful attention.

18. As libraries are renovated and as new branches are leased or as new branches are built, proper ventilating systems should be assured. Under such conditions, the library should consider permitting readers to smoke, for many who enjoy smoking find that library use is inconvenient and uncomfortable if they must make occasional trips out-of-doors in cold or rainy weather. With proper ventilating systems, a person smoking should not be offensive to a non-smoker seated only a few feet away. It is not the business of a public library to legislate for its clientele of free citizens in terms of possible safety hazards of smoking. If buildings are properly constructed smoking offers little or no fire hazard.

19. Public pay-telephone service should be provided either by way of outside booths immediately adjacent to the library's entrance or booths within the library itself.

20. During the course of field work it was observed that certain materials had been placed in a restricted "Adult Collection." These included such materials such as _Portnoy's Complaint_, _The Works of Freud_, _The Tropic of Cancer_, _Lady Chatterly's Lover_, _The Kinsey Reports_, etc. etc. Although it was made clear that these restricted collections had been administratively abolished, this change of policy equally clearly had not been understood by most of the branches which were visited nor by the processing department which continued to deliver material to them on an "AC" basis. This particular matter no doubt has been resolved in the meantime, but it is an excellent illustration of failures of communication and understanding that might not occur with a Supervisor of Extension Services and with regular meetings of branch librarians.

21. Many of the branches (Park is a good illustration) are hardly visible as libraries. A large, highly visible sign placed out-of-doors would help measurably to make it clear that library service existed in the neighborhood.

22. Almost everyone with whom I communicated in the course of field work commented upon the problem which the present fine-posting situation creates especially for children. It unquestionably

eliminates thousands of children as library users altogether. Still others are tempted to dishonest practices of having friends or members of their family borrow books for them. Others are tempted still further to remove books without their having been charged. This is a matter which requires experimentation and revision. It is also a matter for which the library profession has not found a panacea.

It is suggested that experimentally children's fines never be allowed to accumulate beyond one dollar and that service continue after that dollar point has been reached. It is also suggested that the library experiment with the elimination of fines for children altogether. Either of these suggestions will result in the loss of materials which other children might use, losses which might extend over a period of time, or even permanent loss. On the other hand, one must weigh the consequences of the present fine system against the significant educational losses which occur with the posting system. A child who is deprived of borrowing except by dishonest means is probably permanently lost as a potential library user. In young adulthood and adulthood he will recall the public library in terms of its failure to reach him. Every library should be prepared to lose books for, indeed, books are more and more expendable. The greater loss of books which may occur but with less loss of child readers must be weighed against the cost of collecting fines and permanent loss of a library client who in later years will be expected to support the library financially.

22. Although the point will be elaborated in the remaining chapters of this study, as new branches are contemplated, as leases on new commercial properties are considered, the psychological advantages of the "store front" kind of library branch should not be ignored. One has the distinct impression from all who were associated with it, that one of the failures of the Ropkins Branch was that it was in a formidable and unattractive and "typical" branch library building. Again all who associated with Ropkins when asked what the ideal exterior image of a branch library in the North End should be, agreed that it should be an architectural format that the neighborhood was familiar with and would not be intimidated by. It was suggested that a store front branch would probably be the only architectural format that would have much chance of success. As one Black leader said, "If it looks like a school or a fort -- forget it!"

The advantages of flexibility of branches which are designed so that they can be converted to commercial purposes is obvious. When a branch will better serve its purpose in another location, it can be sold for commercial purposes at little loss and relocated in a more desirable location.

23. It is recommended that the present policy of staffing, particularly the small branches, with para-professionals rather

than professionals be continued. With only one or two exceptions, as was noted earlier, existing branches are of an impractical size between deposit stations and a branch library. Few of them have the facilities for any serious work of a reference nature. Dedicated para-professionals, especially if they were recruited from the neighborhood and given some in-service training and particularly if they represented minorities which were the predominant in the neighborhood, undoubtedly would represent not only a savings of funds but would have the potential for making the branches viable in volume of use and quality and kind of service.

PART V

EXTENSION AGENCIES AND SERVICES: NEAR-TERM AND LONG-TERM RECOMMENDATIONS

Public library branches came into being a century ago in Boston at a time when public libraries, their services and materials, were defined quite differently than they are today. It must be remembered that the public library did not come about through public demand. It was an institution thrust upon the public in the early nineteenth century largely through two unopposing but quite different social phenomena. One was the moral catharsis of the early "robber barons" in making a gesture, usually toward their home town or city, by way of providing a library building and in many instances an endowment sufficient for its operation. The second motivation stemmed from social idealism characterized by Horace Mann's often quoted statement, "Give me books for the people and I will empty your jails." It was a period of sharp class cleavage economically and socially and the affluent bought books and enjoyed their own private libraries in their homes. The public library came into being as a vehicle for social uplift generally, but particularly to provide an adult educational opportunity for millions of immigrant workers and to provide also for those who were financially unable to buy books and establish their own personal libraries.

The American public library in the nineteenth century did not empty jails, nor does it now, but then as now it performed an important social and educational function. It began as a relatively simple operation in which books were selected on the principle of their "being good" for people of their individual communities. Because the nineteenth century experienced a great surge toward self-improvement and education on the part of large masses of people, the public library expanded as an institution.

The branch library was a natural development in those earlier days before public transportation reached any level of significance and before private transportation -- the automobile -- became a way of life. Small branch libraries, also frequently established by private philanthropy, were scattered freely throughout every urban area. They were inexpensive to build, books were cheap, and professionally educated staff did not exist so that inexpensive personnel could be found readily. The cost of branch operations was generally very low. Because people depended upon walking, it was possible to provide branches within short distances of everyone's home throughout even a large city. These small branches, long after they had ceased to provide viable library services in contemporary terms, continued to serve as a stabilizing educational and cultural symbol for their neighborhoods. In many New England towns and cities they have lingered on, decades after they ceased to perform a useful service, and unfortunately draining off fiscal support for library service of a much more complex nature needed and expected in 1970.

The American public library today is quite different than its Victorian ancestor. Library buildings are expensive. Books, periodicals, reference works, and non-book materials such as films, microfilms, phonograph records, and other non-book media are increasingly costly. We live in a technological age where information, strong reference and research services are needed quickly and where they must be provided with a high level of sophistication and skill. The professional librarian, needed to staff a public library today, is an expensive article, and in long term a library spends far more on its personnel than it does on books, maintenance, and even the buildings which the library occupies. As the demand for public library services of greater and greater excellence and breadth has increased since World War II, and as competition for the tax dollar to support them has become greater, the public library has had to look at services and budget with more and more scrutiny. Branch installations have had to have careful evaluation in terms of reasonable over-all library costs for a given town or city, the value of the services which result from over-all library operations, and most particularly in terms of the cost and value received from each branch satellite. A viable branch installation in 1970 is expected to be able to render the same high quality of informational, reference, recreational, and cultural materials and services as its central library. Unless branch installations can be brought into reasonable limits, the quality of public library service in any community will founder.

Fortunately, the branch concept vis-a-vis a high level of library service in the frame of reference of reasonable fiscal support has been eased by a number of factors. The development of stronger public transportation has greatly aided accessibility to both central libraries and branches in most communities. Above all, the development of the private automobile as a universal means of transportation has provided geographical accessibility in this country that is unique. Just as our multitudes of small neighborhood grocery stores have given way to large supermarket shopping centers, in the same way the small library branch has given way to larger and stronger but fewer branch installations which can provide the quality of services which the public demands and needs. It is interesting to note that the number of motor vehicles registered in Hartford has increased 11.1 percent since 1960 and that as of 1968 there were approximately 56,000 families and 56,214 motor vehicles -- approximately one motor vehicle per family. While the public transportation system in Hartford is excellent, it tends to emanate from the center of the city but with few cross routes. Geographically Hartford is relatively small considering the size of its population, with a net geographical area of only 17.4 square miles and a gross area, including waterways, of only 18.6 square miles. Considering its mobility and the small geographical area to be served, Hartford is fortunate in enjoying accessibility from the farthest points of the city within minutes.

For some time after World War II, the criteria for the continuance of a branch library was that it serve at least a population of 25,000 and circulate at least 100,000 books per year. The statistics given in the branch profiles in Part III indicate that none of the branches of the Hartford Public Library meet such criteria. But with the costs of library service rising, in urban centers where accessibility is not a problem as it is in rural or semi-rural areas, the costs of providing branch library service of quality without jeopardizing services of the entire library system now require that branches serve populations of from 40,000 to 65,000 persons. The development of strong media centers from kindergarten through high school with excellent collections of book and non-book materials makes the student less dependent upon regular use of the branch library for school needs. The younger child will tend to use it for recreational purposes and the older high school boy or girl, when he requires the public library, will need, as has been explained earlier, the sophisticated materials and services that can only be found in a large branch serving a large region or in the central library.

As one looks again at the situation in Hartford, the nine branch installations, including Ropkins, cannot provide the kinds of services required of them either at the present rate of fiscal support of libraries in the city or in terms of any reasonable increase in such support. They are too numerous and too small to provide both the materials and services which justify the tax dollars which support them and, if left in their present state, they could only be expected to produce less and less in terms of the public investment in them and to drain off supporting funds which will result in a deterioration of the central library as well as the entire system.

Clearly, the solution of this problem in Hartford is fewer branch libraries but stronger branch installations of an entirely different character than the city now enjoys.

THE HARTFORD OF 1980-1990: A PROJECTION

The Community Renewal Program issued by the Commission on the City Plan of Hartford in 1965 projected a completion date of about 1984 for the renewal of seven blighted areas. Five years later, after much planning and discussion, these neighborhood renewal projects have not yet been started. Clearly any massive renewal of the blighted areas of Hartford will not be substantially completed for another ten, fifteen, or twenty years unless fiscal conditions change and the desire to move forward is accelerated. For the coming decade conditions of poor housing, overcrowding, and the ugliness of blight will continue. As one looks at Hartford's schools where constructive trends are underway both by way of buildings, teaching resources, and a contemporary teaching philosophy, it would be optimistic to look for substantial accomplishment for another decade, although improvement should be increasingly evident year by year. Population projections for the city generally indicate stability, with the highest of all projections, that cited by the City Planning Commission, of 175,000 by 1985.

The conclusions one reluctantly draws from these projections if they prove to be correct, are that, at best, the problems which beset Hartford now will continue for at least a decade and in some instances longer. Conflict with minority groups will certainly continue until the process of integration can be aided with housing, better educational facilities, and preparation for better and equalized employment. The climate of violence and fear for personal safety will remain. While greater stabilization of residents may occur in some parts of the city, the flight to the suburbs can be expected to continue still further, and it is not unreasonable to think that the core city will become the haven for more and more minorities who will recreate the problems of the '60's.

As one looks at the base of public library service both in Hartford, in the Greater Hartford area, and in the state, one finds still other paradoxes, frustrations, and uncertainties. To a considerable extent libraries in Connecticut have been polarized by a Connecticut State Library policy and plan which provides for a single library system for the entire state. Yet at the same time, developments have been encouraged in the Greater Hartford region and in Fairfield County that imply multi-regional concepts. The Capitol Regional Library Council is studying a plan for reciprocal borrowing between all of the libraries of the capitol region which will place great demands upon the Hartford Public Library system from non-Hartford residents. While a $25,000 grant from the State Library will provide some reimbursement to the Hartford Public Library for such an activity should it materialize, uncertainty will continue to exist in libraries throughout Connecticut until a confrontation is made and resolved as to whether the state will plan library services as a single system or upon a multiple system basis. These alternatives have not been faced squarely and until they do a variety of uncertainties exists for the Hartford Public Library and for every library within the state.

As neighborhood renewal projects materialize, the Hartford Public Library can expect requests for special library resources and services to be made available to them. The first example is that of the South Arsenal Neighborhood Development, Inc. (SAND) which has asked for assistance from the public library in connection with its proposed Information/Resource Center. Requests for assistance, such as that for SAND, can only be viewed as a high compliment to the Hartford Public Library, but in turn, unless the public library's resources are to be dissipated with a still further proliferation of extension agencies, such requests should be received and acted upon with the most thoughtful consideration of the needs of the entire city. Insofar as possible, the public library should be prepared to give its expert advice and guidance to such neighborhood projects but it cannot be recommended that advice be accompanied by the provision of materials, personnel, services, or funds. Each of the neighborhood developments which is contemplated will have its own identifiable character and, as in the case of SAND will be highly experimental, as is proper. To dissipate funds in the emerging neighborhood renewal projects would further jeopardize the possibilities of library service of excellence to the entire city. While all of the foregoing parts of this report point to problems, to flux, and uncertainties for the future of Hartford, the public library must continue to respond to the city with the best public library services possible and must do so, especially in terms of its branches and other extension vehicles, with flexibility. While response can be made to changing conditions year by year, the investments in library responsiveness should contribute to the ultimate extension structure which will serve a stabilized and renewed Hartford in the years ahead.

RECOMMENDATIONS FOR BRANCHES AND OTHER EXTENSION VEHICLES IN NEAR AND LONG-TERM PERSPECTIVES

The flexibility which has just been mentioned and which seems so necessary calls for changes in the extension vehicles and services of the public library that range from the immediately possible, as enumerated in Part IV, to a plan for the long-term span of two decades or more that will result in library services of high quality for the entire city within justifiable limits of tax dollars spent for them. The specific recommendations which follow carry with them a timetable, but this should be regarded as entirely flexible to be accelerated or de-accelerated as changes in the city occur. While recommendations are made in terms of priorities, developments in Hartford which cannot be foreseen now, may also require changes in the order of priorities.

1. ROPKINS BRANCH It is recommended that the first step in restructuring library branch facilities in Hartford be the re-establishment of the Ropkins Branch which was destroyed in September 1969. It lies within the South Arsenal Neighborhood Development, Inc. area, so that replacement would have been necessary even if

its destruction had not occurred. The provision of a fine branch library in an area which is among the most seriously blighted of the city would not only provide needed library service but would establish a point of credibility and stability for the neighborhood and would provide a tangible expression of hope for its future.

It is recommended that the location of the new Ropkins Branch be located further north on Main Street, preferably in the area of the intersection of Capen Street and Main.

It is recommended that the new Ropkins Branch provide a facility of excellence in every respect that will serve a broader range of library services in more effective ways than any existing branch in the system including the Ropkins Branch which was destroyed. For psychological reasons but also for reasons of flexibility, it is recommended that it be designed architecturally as a building which could be converted from library purposes at some future time to commercial purposes -- i.e. stores, offices, showrooms, etc. The future of this part of the city is sufficiently uncertain that a decade or so from now a new location might be called for. A building which is convertible to business and commercial purposes would mean that no capital loss need be sustained at any future time when it seemed necessary to sell the property for commercial purposes and to relocate this branch. The psychological advantages of such architectural design have been discussed earlier.

In recommending an architectural design convertible to commercial purposes, it should by no means be misunderstood that the recommendation is to imply anything but the most modern, efficient, and attractive branch library both in its exterior and interior. An architect will have to be selected with careful orientation so that the result will not represent an unattractive store front on one hand nor a bibliographical monument on the other. An architect who can design a building that will be both attractive in its exterior and interior yet convertible to commercial purposes will create a challenging problem of choice. It should be added that the building could, if desired, also be a multipurpose building with office and other space for commercial renting above the street level floors used for library purposes. This could not only provide an income which would amortize the costs of the building, but would also provide expansion space for library purposes should they be required in the future.

Such a building could be financed on at least three bases. First, granting that it is legally possible and the directors of the library wish to do so, it could be financed by funds privately held by the library with no capital outlay on the part of the city whatsoever. Second, the building could be financed, especially if it were a multipurpose building, by a private developer, with a provision that the library entertain a long-term lease and that the library portions of the building meet the exact functional and aesthetic requirements expected of them. Such an arrangement would require control on the part of the library with regard to exterior design and appearance. A third alternative would be to finance a single purpose library branch building by the city.

It is strongly recommended that the search for an existing building which could be adapted for a Ropkins Branch be abandoned. No such building, adequate to the needs of the library and the neighborhood, exists. A brief functional and spacial program for a new Ropkins Branch follows in Table 14.

2. BARBOUR BRANCH It is recommended that with the completion of the new Ropkins Branch in the site area indicated, the Barbour Branch be discontinued. It would be scarcely more than a half mile from the Capen Street-Main Street juncture.

3. ALBANY BRANCH The present Albany Branch is located in an area which has been designated for an educational park and is due for relocation as the educational park comes into being. Plans should be developed so that when the need to relocate the Albany Branch is anticipated, replacement can be made near the present site of the Albany Branch for an installation of regional dimensions. Such a branch should have resources in both book and non-book material in depth, a staff of skilled professionals with supporting personnel, and should be able to provide library

TABLE 14

ARCHITECTURAL PROFILE OF THE NEW ROPKINS BRANCH BUILDING

Estimate of size of building

	Circulation-Control	300 sq.ft.
	Card Catalog	200
1	Adult book, reference, and seating	4000
2	Childrens book, and seating	2000
	Public rest rooms (adults and children)	250
	Current periodicals area	200
3	Multipurpose room and projection alcove	1300
	Branch librarians office	150
	Supply storage	100
3	Staff room and lockers, toilets	300
	Staff workroom	200
	Janitor's shop and equipment storage	200
3,4	Heating and air-conditioning	500
	Total Square feet (net)	9,700 sq.ft.

1 This will provide for approximately 15,000 books and 100 readers.
2 This will provide for approximately 10,000 books and 50 readers.
3 May be located on floor below (basement) or above.
4 Approximate. Dimensions will be determined by kind of equipment used.

NOTE: At current costs of about $30 per square foot for this kind of building, and allowing 10% of additional space to include walls, stairs, etc. the estimated costs of 10,670 square feet (gross) would be about $320,100. Furnishings (15% of net cost of space) can be estimated at about $43,000. Total costs of construction, furnishings and equipment should be in the neighborhood, at current cost levels of $363,000. Cost of land cannot be estimated.

services to individuals and to groups at a highly sophisticated level. Because garage-work facilities were not provided when the central library was built in 1957 for bookmobile service, it is suggested that the new Albany Regional Library Center provide book collections, work area, and enclosed docks for two bookmobiles, a media van and other vehicles used in extension services for shut-ins and for deposits. One should add that the lack of garage-work facilities for the bookmobile at the central library makes loading and unloading the bookmobile extremely difficult and inefficient especially in cold or inclement weather.

The architectural design for the Albany Regional Library Center should follow the design suggested for the smaller Ropkins Branch -- that is, it should be convertible to commercial or business purposes. At the same time it should be a distinct architectural and aesthetic contribution to the neighborhood and to the city. It should be sufficiently large to serve the Blue Hills area to the north and the area southeast to the Vine Street juncture with Albany Avenue. It should also be substantial enough in size and resources to provide strong backup service to the remainder of the North End and, through bookmobiles, its media van and a saturation of the entire city with deposits, provide a completely accessible extension service to every resident of Hartford within reach of his home.

The financing of such a structure could be by any of the three alternatives suggested in connection with the new Ropkins Branch.

The Albany Regional Library Center should be regarded as permanent a structure as any library building can be considering possibility of changes which are unforeseeable. The flexibility of the design would provide for the contingency of another location with no capital loss in the distant future should circumstances which are not visible now make this necessary.

A brief functional and architectural program of the Albany Regional Library Center follows.

4. BLUE HILLS BRANCH With the completion of the Albany Regional Library Center, the Blue Hills Branch should be eliminated. In terms of the exceptionally strong facilities which would be made available in the Regional Center, representatives of the Library Committee of the Blue Hills Association agree that the new center, accompanied by bookmobile service and deposit services in depth, would eliminate the need for the small existing branch in the Blue Hills area.

5. CAMP FIELD REGIONAL LIBRARY CENTER The timing in the four foregoing recommendations is self-evident. The Ropkins Branch should be replaced as soon as possible and with its replacement, the Barbour Branch can be eliminated. Construction of the Albany Regional Library Center should also be in near-term, anticipating the need to vacate the present builing as noted.

TABLE 15

ARCHITECTURAL PROFILE OF ALBANY REGIONAL LIBRARY CENTER

Estimate of size of building

Circulation desk and control	500 sq.ft.
Adult reading (30,000 vols. 125 seating)	6500
Children's reading (10,000 vols. 50 seating)	2000
Multipurpose room (120 persons) & projection	1300
Branch librarian's office and secretary	200
Staff workroom, lounge, lockers, toilets	1000
Janitor's space and equipment storage	200
Bookmobile service	
Garage-docks for 2 bookmobiles, 1 truck and 1 station wagon	1500
Work area, office, and bookstacks for all mobile services (20,000 vols.)	2000
Heating and air-conditioning	1000
Total Net space required	16,200 sq.ft.
10% for walls and other non-functional needs	17,820 sq.ft.

NOTE: At current costs of about $30 per square foot for this kind of building, and allowing 10% of additional space for non-rental purposes, 17,820 square feet (gross) would amount to about $534,600. Furnishings (15% of cost of net space) can be estimated at about $80,000. Total costs of construction, furnishings and equipment (excluding second bookmobile, media van and other vehicles) should approximate $614,600. Cost of land is not included.

With its completion, the Blue Hills Branch can be eliminated.

With these major changes completed, the present Camp Field Branch should be enlarged to provide space and facilities for a Camp Field Regional Library Center. The present building, although it is thirty-three years old, is in excellent condition and its location at the juncture of Camp Field and Maple Avenues is an excellent one. The general area of the library should grow as a business intersection and the site would appear to be an excellent one in its location in the central southern part of Hartford. The library owns the land now being occupied by a garage to the rear of the library, a plot roughly 60 by 70 square feet, and it would be possible to place a multipurpose room at a level below ground on this plot, to add to the main floor of the library, and, if necessary, to provide additional reader facilities on a second floor of the addition. Additional space might be secured by obtaining the house to the south of the library should it be necessary in achieving a program of proper dimensions. The present building provides 2,900 square feet on its main floor and 900 square feet which is not usable for public purposes at present in a basement. An addition of a considerable size obviously is needed to bring it to viable regional dimensions sufficient to serve the southern half of the city.

The immediate neighborhood of Camp Field is one of multiple family houses which are rapidly giving way to the construction of small apartment buildings. The neighborhood is slowly integrating as has been noted in the profile provided earlier in the report and in terms of the priorities of the four preceding recommendations, the provisions of renovation and adding space to Camp Field as a regional center can be considered intermediately near to long term -- 1980 might be the nearest projection practicable at this time.

While it is not possible to provide an architectural program for the more complicated process of adding to and renovating an existing building, the following functional program should give an indication of the size of the facility which is needed and its functional requirements.

6. GOODWIN BRANCH With the re-creation of the Camp Field Branch to regional dimensions, Goodwin Branch should be eliminated and the property disposed of. Only two-thirds of a mile away, by direct line, from Camp Field, Goodwin is badly located as far as viable branch service is concerned and with a substantial regional library center nearby at Camp Field its use, already far below feasible levels, would continue to decline.

The elimination of Goodwin should be immediate after the Camp Field Regional Center has been constructed.

7. PARK BRANCH Hopefully, with the reconstruction of Camp Field and the elimination of Goodwin, Hartford will have reached a point in time (ten to twelve or more years) when some stability

TABLE 16

ARCHITECTURAL PROFILE OF CAMP FIELD REGIONAL LIBRARY CENTER

Estimate of size of present building with addition

Circulation desk and control	500 sq.ft.
Adult reading (30,000 vols. 125 seating)	6500
Children's reading (10,000 vols. 50 seating)	2000
Multipurpose room (120 persons & projection)	1300
Branch librarian's office and secretary	200
Staff workroom, lounge, lockers, toilets	1000
Janitor's space and equipment storage	200
Total net space required	11,700
Minus existing space available and usable	2,900
Net space required for addition	8,800 sq.ft.
10% for walls and other non-functional needs	9,680 sq.ft.

NOTE: The completed building with addition should approximate the size of the Albany Regional Library Center, without the city-wide facilities to be provided at Albany for Mobile services. Using $30 per square foot as a cost base and 15% of cost of net space added for furnishings and equipment would produce a total of $330,000, not taking into account costs of additional land. While such a figure may have use as a "guesstimate" the problems of adding to an existing structure could alter them substantially. It should be noted that no provision has been made beyond existing space for heating and air-conditioning.

will have occurred in the neighborhood now served by the Park Branch. This branch is only about two thirds of a mile, by direct line, from the central library building and slightly more than a mile from the Camp Field site. While it now serves as a symbol of neighborhood stability, its services are certain to decline with the development of a strong regional center at Camp Field plus strong mobile services from Albany, and its discontinuance at that time is recommended.

8. DWIGHT BRANCH The Dwight Branch should be eliminated at approximately the same time that the Park Branch is eliminated. Both its collections and its low level of service do not justify its existence at present except as a neighborhood symbol. It is less than a mile from the Mark Twain Branch and only slightly more than a mile from Camp Field. The strengthening of Camp Field would undoubtedly bring about a still further decline in its use which at present is negligible viewed either in terms of service or financial justification.

9. MARK TWAIN BRANCH With the achievement of the eight foregoing recommendations, it is to be hoped that the Mark Twain Branch could also be eliminated, though this is a perspective of long-term which will depend upon many factors that cannot be anticipated now. Just as it is hoped that a new Ropkins Branch might be eliminated in a perspective of fifteen or twenty years with the creation of two strong regional library centers at

Albany and Camp Field and with saturated service throughout the city provided by bookmobile, media van, and deposits, it is also hoped that the Dwight Branch in long-term will no longer justify itself, and that people in the West End of the city will prefer -- will need -- the services of the central library scarcely more than a mile distant, the Albany Regional Center, less than a mile distant, or even the Camp Field Regional Library Center less than two miles away. This should be the last of the small branches to be eliminated and again the perspective of this decision is long-term, possibly twenty years. At that time its value in terms of services can be measured in terms of the effect of the two strong regional centers, the central library, and mobile services, and the decision made either to eliminate it or, if its use clearly demonstrates need, to reconstruct it in a new building along the lines of the proposed new Ropkins Branch made in recommendation Number 1 of this section. Hopefully, in long-term perspective, the major problems of the city will have been reduced, people will feel able to move about more freely and Mark Twain will not be necessary.

10. MOBILE SERVICES The foregoing plan depends upon mobile extension services in much greater depth and variety than at present. These comprise at least two bookmobiles, a media van, extensive deposit services, and a continuation of the present shut-in service, all emanating from facilities to be established

at the Albany Regional Library Center.

The increase from one to two bookmobiles should provide, as small branch installations are eliminated, library services on a full day basis including evenings that would reach within a few blocks of anyone's home in Hartford at least once a week. While it should be geared to small school children of week-day afternoons and on Saturdays, morning stops should serve adults, the elderly, and, at noon hours, business and industrial installations. Two bookmobiles should provide better service to far more people at far less cost than the network of small branches which now constitute the pattern of extension services in Hartford. In point of time, the second bookmobile should come into existence with the completion of the Albany Regional Library Center.

The media van, a vehicle comparable to a bookmobile but employing non-book media and services, should be in service on a year-round basis, six days a week. It should carry equipment for moving picture and filmstrip presentations, recordings both by tape and phonograph, and its interior should be arranged so that it could accommodate small lecture and discussion groups. It should provide story hours for children after school and on Saturdays as well as media presentations for them, but it should also provide services to adults of all ages of an educational, recreational and of a practical nature. It might be possible to combine film or recorded music presentations for national groups with a commentary in their own language. With the development of a corps of interested volunteers in various neighborhoods, it could provide, through discussion and through media, information on child care, household management, family life, etc. etc. The services of such a media van are essential at a time when, particularly in deprived areas, people of all ages do not move about freely or distantly from their homes. It will bring non-book group services of a high educational and recreational order within reach of the homes of all Hartford citizens.

It is important that an enlarged and expanded deposit service be developed when the facilities of the Albany Regional Center have been realized. The two deposits which now exist should be expanded many, many fold and small deposits from fifty to one hundred or more books should be placed in the care of and administered by responsible agencies such as churches, housing developments, fire stations, community centers, -- everywhere where there is a need and where responsible care will be taken of library materials. The development of expanded deposits will have to be entirely pragmatic with locations and agencies being tried and should little use be made of a particular deposit it should be discontinued in favor of another location. Complementing the bookmobile and the media van, deposits are another means of bringing the Hartford Public Library to the people and it should be emphasized again that they and the other mobile extension services which have been described and recommended will reach more people at much less cost with greater effectiveness than with the present branch system.